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ABSTRACT

Canada's ability to take advantage of the opportunities and mitigate the difficulties presented by today's economic, cultural, and social changes and global competition depends on the education and skill development of its youth. Meeting these challenges requires a common purpose involving students, parents, businesses, educators and others. To help achieve this common purpose, a partnership was formed among the Alberta Chamber of Resources, Alberta Career Development and Employment, Alberta Education, the Alberta Teachers' Association, the Canadian Manufacturers' Association, and the Construction Owners of Alberta. In the spring of 1992 an interim document called "Skill Development: Business-Education Partnerships" was produced. It featured partnerships and innovative programs to help students make the transition from school to workplace or on to further study. A survey examined partnerships between schools and businesses. Among suggestions from respondents were that programs should start out small with a clear purpose and have support from throughout the organizations involved. Most of the businesses involved in partnerships thought they were successful and planned to continue them. Chapters in this report provide guidelines for a successful partnership, an overview of partnerships in Alberta, descriptions of some innovative Alberta partnerships, and descriptions of other initiatives. Appendices include a partnership profile, a map of Alberta school zones, and an inventory of Alberta partnerships. Contains 31 references. (JPT)

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EA 024 883

SKILL DEVELOPMENT

# PARTNERSHIPS IN EDUCATION

## GUIDELINES,
## AN INVENTORY OF BUSINESS-EDUCATION PARTNERSHIPS IN ALBERTA AND SOME INNOVATIVE MODELS

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THE ALBERTA CHAMBER OF RESOURCES
ALBERTA CAREER DEVELOPMENT AND EMPLOYMENT
ALBERTA EDUCATION
THE ALBERTA TEACHERS' ASSOCIATION
THE CANADIAN MANUFACTURERS' ASSOCIATION
CONSTRUCTION OWNERS ASSOCIATION OF ALBERTA

November 1992

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This document was prepared for:

| | |
|---|---|
| *Students* | |
| *Teachers (Specify Program Level)* | |
| *Administrators* | |
| *Parents* | |
| *General Audience* | ✓ |
| *Others (Specify)* | |

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Alberta Chamber of Resources

Alberta Career Development and Employment

Alberta Education

The Alberta Teachers' Association

The Canadian Manufacturers' Association

Construction Owners Association of Alberta

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# EXECUTIVE SUMMARY

Our lives are affected daily by fundamental changes occurring in our economic, cultural and social fabric. Global competition, rapid technological change and an expanding knowledge base affect us all. Our ability to take advantage of the opportunities and mitigate the difficulties presented by these challenges depends ultimately on the education and skill development of our young people. Meeting these challenges requires a common purpose among and between students, parents, businesses, educators and others.

Too often there are barriers to effective communication between and among these stakeholders. The differences in the backgrounds and viewpoints of educators, businesspeople and others must be effectively and efficiently bridged if we are to mobilize our resources. Where does this leave the student?

Many young people have difficulty making a successful transition from school to work. The key recommendation in a recent study by the Alberta Chamber of Resources was that businesses, educators, students and community members must communicate more effectively to address collective challenges, such as school to work issues.[1]

To address these issues, a partnership was formed between the Alberta Chamber of Resources, Alberta Career Development and Employment, Alberta Education, the Alberta Teachers' Association, the Canadian Manufacturers' Association and the Construction Owners Association of Alberta. We believe that partnerships between schools and the organizations in their community—such as businesses, industries and service groups—are the best way to deal with collective challenges and to find mutually beneficial solutions. In the spring of 1992 an interim document called *Skill Development: Business-Education Partnerships*[2] was produced. It featured a number of "lighthouse" partnerships and innovative programs available to students. It also featured guidelines from partnership handbooks produced by school boards in Calgary and Edmonton.

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[1] Transition Management Ltd. and Kinnaird Planning and Research Ltd. *Alberta Resource Developments in the 1990's: A Response to Potential Skill Shortages* (Summary Document). Edmonton, AB: The Alberta Chamber of Resources and the Construction Owners Association of Alberta, 1990, page iv.

[2] Transition Management Ltd. *Skill Development: Business-Education Partnerships* (Interim). Edmonton, AB: The Alberta Chamber of Resources, Alberta Career Development and Employment, Alberta Education, Alberta Teachers' Association, Canadian Manufacturers' Association and Construction Owners Association of Alberta, 1992.

We wanted to know some details about partnerships in Alberta. How many are active in the province? What are their goals and activities? What works best? How are the partnerships organized? What kind of guidelines and advice could the participants offer about setting up partnerships? What kinds of schools and businesses are involved? What are the benefits? What innovative partnerships might serve as models for others? What other initiatives are out there?

To answer these questions, we collected information through a "Partnership Profile" questionnaire sent to almost 1800 schools and businesses in the province. This document addresses the above questions, with excerpts from the responses themselves, and it features lighthouse and innovative partnerships and programs in Alberta from the interim document on business-education partnerships.

We define a partnership as:

> a formal or informal agreement or understanding between educators, business and others for the purpose of helping students make a smooth transition to the workplace or to further study.

We received 180 responses, of which 116 came within our definition.

Respondents to the Partnership Profile offered guidelines and advice about successful partnerships. Chapter 1 presents them in detail. Interestingly, most respondents advised keeping finances out of the partnership entirely, although some partnerships involve some financial resources. Many of the respondents also advised having fun with the partnership. The most important guidelines and advice are as follows:

> *Pick your partner carefully, and consider your goals, time lines and expected benefits.*
>
> *Start small, keep projects simple, plan well and carefully, and don't rush.*
>
> *Be clear and put into writing your philosophy, mission, goals and expectations before the partnership begins, and make sure your partner is aware of these.*
>
> *Open, honest and regularly scheduled communications are vital.*
>
> *Commitment from the top of both organizations, as well as from the rank and file, is necessary. Enthusiasm, dedication and patience are also important.* Some partners advise having one contact person, others advise a committee: use whatever works for both of you. *Staff and volunteers need sufficient time.*

> *Publicity is important within both organizations, the community, among the students and also with their parents.*
>
> *Evaluation should be ongoing.*

Detailed results of the Partnership Profile appear in Chapter 2. Briefly, most of the partnerships we heard about involved schools and businesses, schools and community service groups, and schools and industrial associations. The schools were almost evenly split among elementary, junior high and senior high. Most of the schools were public schools, followed by separate and private.

About 250 students participated in each partnership. Most partnerships we looked at were about two years old. The partnerships we uncovered occurred throughout Alberta. Most were located in or near urban areas.

Mining, quarrying and oil well industries were the most common business and industry partners in the partnerships we received information on, followed by manufacturing industries and retail industries. Most of the businesses involved in partnerships were large employers (100 or more employees).

The two most frequent goals cited by respondents in our survey were *promoting communication between school and business* and *influencing students to continue education/training*. The most common activities were *career exposure, classroom instruction* and *field trips*.

Just over half of the respondents said that their partnerships were very successful, and about a third reported that their partnerships were successful. Some respondents were not sure, usually because the partnership had not lasted long enough to determine the degree of success. Most of the partnerships involved in the survey planned to continue.

There are many benefits to the partners. One respondent said: "I feel that this is one of the most important programs in schools today." Perhaps the most common response, from the business partner's point of view, was that becoming involved in the educational process benefits young people. Responses from the school partners showed the benefits being a greater appreciation of business thinking and expertise, and greater program offerings for students.

Some innovative partnership models are reported in Chapter 3. Such partnership models occur in all parts of the province, in all sorts of schools and with all sorts of businesses. We offer them in the hope that you may become inspired to seek out a business or education partner to create a similar model.

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Chapter 4 describes other partnership initiatives in Alberta, including RAP (Registered Apprenticeship Program), Work Experience Education, Cooperative Education, Junior Achievement programs and the recently announced Canada-Alberta Partnership Agreement on Business and Community Development. School boards in Calgary and Edmonton have programs that pair businesses and schools by matching their needs and interests. The Calgary Educational Partnerships Foundation, an independent, non-profit organization, encourages business community involvement in education. Although we did not request information on these initiatives in the Partnership Profile, we felt they had to be included, and in fact, some respondents in the Partnership Profile did describe them.

Appendices include the Partnership Profile questionnaire, a map of school zones in Alberta and some suggested further references. The Inventory of Partnerships in Alberta, in Appendix C, lists the partnerships uncovered by our Partnership Profile mailout.

We are pleased with the results. This sampling of the partnerships in Alberta may be the tip of the iceberg. It encourages us to think that partnerships may be more widespread and more successful than we first thought.

We know, for example, that a number of partnerships are in the planning stages and therefore were not included in this document. Community initiatives dealing with school-to-work transition and other related issues are widespread.

We encourage you to contact the partners described in this document, in order to share experiences and knowledge and to build on existing successes.

## INTRODUCTION

Our society is undergoing many economic, social and cultural changes. Businesses face unprecedented pressure to be competitive in a global market. Educators face increasing pressure to do more with less. A concern today is that students aren't prepared for the workplace and are experiencing difficulty making the transition from school to work. Some people fear that today's students are not being properly trained to compete in tomorrow's workplace and in tomorrow's competitive, high tech, rapidly changing global economy.

Today, in Alberta, there are many partnerships between educational institutions and businesses. They operate under several names: community partnerships, school-business partnerships, business-education partnerships and industry-education partnerships. Whatever they're called, they have many advantages to both partners. We believe that partnerships between schools and businesses or other organizations in the community are the best way to deal with collective challenges and to find mutually beneficial solutions.

Through partnerships, students gain valuable work experience in a career area of their choice. Students benefit when experts from businesses share their understanding of a particular topic with a class. As well, business-education partnerships allow students to gain valuable workplace knowledge and experience and to increase their high tech skills. Businesses also benefit through partnerships. Through such activities as sponsoring achievement awards or sports teams, businesses enhance their profile in the community. Businesses get a better educated and prepared pool of labour to draw on in future years.

But how do I set up a partnership? Who would I start a partnership with? Who has done this before? How do I find out what businesses (or schools) in my community are interested in working with my school (or business)? How do I find out which school would benefit most from my business and my expertise? This document will help answer these questions.

This work grew out of an earlier project that examined skill issues in the workplace and their potential solution. A major issue was the need to improve communications among and between stakeholders – in some cases providing a framework for communicating and in other cases focusing on the quality of the communication. The research for this project showed that, in too many cases, there was no communication among the educational community, business and industry, and other stakeholders.

In April 1992, copies of the Partnership Profile were mailed to over 1500 elementary and secondary schools in Alberta, and to 270 business members of the Alberta Chamber of Resources, the Canadian Manufacturers' Association and the Construction Owners of Alberta. We received 180 responses, of which 116 met our definition:

> A partnership is a formal or informal agreement or understanding between educators, business and others for the purpose of helping students make a smooth transition to the workplace or to further study.

In Chapter 1, you will find summarized guidelines and advice from the Partnership Profile. Chapter 1 is arranged in sections, such as Before You Start and Commitments. In this way, you can locate what you are interested in right away. Although the responses have been edited for stylistic consistency and clarity, their intent and wording remains as in the original. However, to ensure confidentiality, we have deleted specific names of schools or businesses and identifying locators.

Chapter 2 presents the key results of the Partnership Profile. Some of the information is statistical; graphics illustrate many of the results. This chapter also includes excerpts from comments on successes, benefits and challenges.

Chapter 3 provides details on some innovative partnership models and programs in Alberta. Each partnership and program in this chapter lists highlights, goals and objectives, activities and accomplishments, and other important information such as the names and addresses of contact persons.

Chapter 4 describes some other initiatives: Registered Apprenticeship Program (RAP), Work Experience Education, Cooperative Education, business-school programs encouraged by Junior Achievement, the Calgary and Edmonton school boards' partnerships programs, and the recently announced Canada-Alberta Partnership Agreement on Business and Community Development. Note that we asked people not to include initiatives such as Work Experience Education, since information is available in other sources. Enough respondents did include information on their Partnership Profiles, however, that we did not want to exclude it. So, there is a brief description of the initiative, followed by some excerpts from the responses.

Chapter 5 provides some concluding comments and describes Phase 2 of this partnership project. The appendices contain a copy of the Partnership Profile, a map of school zones in Alberta, the Inventory of Partnerships in Alberta and a list of suggested further references.

Note that the inventory in this document is not a complete list of business–education partnerships in Alberta. For example, our Partnership Profile was not sent to post-secondary institutions because at we initially wanted to focus on the kindergarten to Grade 12 (K-12) levels. However, we did include some partnerships between businesses and post-secondary institutions because they were described in some way in the responses. Note also that the survey information is generally descriptive, rather than analytical. In other words, the results of the survey have been provided so that you, the reader, can develop your own insights and conclusions.

We have identified a limited number of partnerships with significant messages for others. No attempt was made to identify all partnerships with useful messages. Similarly, in presenting the material, no attempt was made to report exhaustively on activities and accomplishments. Readers seeking more details are encouraged to contact the partners directly.

The document is meant as a source of information for people interested in establishing partnerships in their communities and as a starting point for getting more information about partnerships in the province.

The partners in this cooperative venture are as follows: Alberta Chamber of Resources, Alberta Career Development and Employment, Alberta Education, the Alberta Teachers' Association, the Canadian Manufacturers' Association and the Construction Owners Association of Alberta. Two Steering Committees contributed direction, and we would like to acknowledge with appreciation the contribution of the members.

We also appreciate the advice provided by the Calgary Board of Education and Edmonton Catholic Schools.

Most important of all, we want to thank you for your interest in partnerships in Alberta. Throughout all phases of this project, we have encountered a high level of interest and enthusiasm. The respondents in the lighthouse project, and the respondents to the Partnership Profile were enthusiastic, energetic, interested and helpful, and it is to them that this document is dedicated.

We want your comments. Please let us know if we somehow missed your partnership, or if you have additional advice or suggestions for people interested in establishing partnerships.

# CHAPTER ONE

# GUIDELINES AND ADVICE FOR A SUCCESSFUL PARTNERSHIP

The Partnership Profile revealed many excellent suggestions and advice for people interested in establishing partnerships between schools and organizations in the community, such as businesses, service groups, etc. Plenty of publications on partnerships also provide guidelines and advice. These are listed in Appendix D.

The Calgary Board of Education and Edmonton Catholic Schools have published handbooks on partnerships. These handbooks contain guidelines, checklists, principles to follow, reminders, roles of participants and a wealth of other information. Bibliographical details for these handbooks are in Appendix D, and they are available from the school boards.

Question 11 in the Partnership Profile asked: "What critical advice would you offer to others that are thinking about starting a partnership?" Our aim in asking such a question was to find out whether common threads could be found. Some respondents replied with a variation of the following:

- *Do it!*
- *Just do it!*
- *Great idea—do not miss the opportunity.*
- *Go for it.*

But most people advocated entering into a partnership only *after* a great deal of preparation. We have sorted their advice into the following categories:

- Getting Started: Establishing the Partnership
  - Matching Partners
  - Start Small, Keep It Simple, Plan Well and Don't Rush
- Expectations
- Communications
- Commitment
- Publicity
- Evaluation.

The advice comes from both the school and the business or community organization. Obviously, there are some common goals, but the purpose of a school and the purpose of a business are quite different, and these differences are reflected in the responses.

## GETTING STARTED: ESTABLISHING THE PARTNERSHIP

### MATCHING PARTNERS

*Pick your partner carefully. Target the kind of business [or school] that would complement the strengths and weaknesses of your organization. What are its mission statement, goals and timelines?*

*Choose a partner wisely regarding benefits. Make sure that what you have to offer each other is compatible with your goals, and that there is a direct and measurable benefit to children. Make sure that key stakeholders are identified. Look for benefits for all contributing partners.*

*If you have more than one partnership, do not embark on partnerships with businesses that may compete in the community (e.g., two food stores).*

*Be encouraged to take the initiative. Be persistent, but clear, in expressing the needs of the students.*

*Don't assume that any business would be unwilling to take part. Be a risk-taker.*

### START SMALL, KEEP IT SIMPLE, PLAN WELL AND DON'T RUSH

Start small. *Make sure that your first year is nothing but successes. Celebrate each success.*

Keep projects simple. *Take on only what you can do a good job of covering. Do a few projects well instead of many projects poorly. Projects must be straightforward and uncomplicated. Have a clearly defined focus. Select a central theme.*

Plan well. *Meet with the partner in the spring to determine the next year's activities. Go to the meeting with an agenda. Appoint a liaison person from the school. Start with a long list of what you can do for them, before asking for their contributions. Plan a celebration to introduce the partner to your school community (e.g., "Affirm the Partnership").*

*Set up a team rather than an individual to coordinate the program. Committees for each organization should be the same size. Alternate venues for meetings. Establish fairly regular meetings to keep the ball rolling.*

*Make sure the agenda is clear, discussed and agreed upon. Retain control over budget and direction of priorities. Put the students and their growth first. Retain independence and remain free from influence. Agree on the professional ethics that will guide your program.*

*Plan carefully by clearly delineating goals and objectives to ensure everyone's needs are addressed and met. Start slowly and build up as knowledge of the partnership increases on both sides. Have some fun together so that both staffs are comfortable with each other.*

Don't rush. *Establishing and maintaining a partnership takes time. Take a full year to get energized before your kick-off ceremony (very important). Teaching students about the business partner is critical. Each liaison person should have some time available for the partnership. Ensure lots of visibility in each location (e.g., pictures, bulletin boards and display cases).*

*Take your time—don't demand or expect too much. Change is threatening. Take the time to establish a proper partnership. Give yourself time to plan together. Don't put too much pressure on yourselves.*

*Be patient! Partnerships don't get going overnight.*

*Go slowly and investigate all aspects of the partnership before commitment. Build slowly. Make sure that one program is firmly established before launching a new program.*

*Plan to spend time with the business person initially to work out the ground rules of the relationship.*

*This is a slow process. Get to know each other so a long-term relationship can develop. Partnerships require a strong commitment to building and maintaining the relationship.*

*Don't try to accomplish too much. Go at it slowly. Let it evolve naturally. Aim for quality rather than quantity.*

*At first one puts in more than one gets out, but this should reverse as the partnership develops.* [Alternatively, another respondent noted that the partnership may take very little time at first but a lot of time later on.]

## EXPECTATIONS

*Be clear and put into writing for your partner your philosophy and mission, goals and expectations* ***before*** *the partnership is joined. Be careful to identify what you want from a partnership. Have a good understanding of everybody's agenda and a good understanding of the expectations and goals of each and every partner.*

*Outline your partnership's objectives or "missions" so both partners have a common bond.*

*Constantly set attainable goals for yourselves.*

## COMMUNICATIONS

*The key is open, honest and extensive communication and understanding of objectives and strategies and the high expectations of all partners.*

*Keep communication regular and ongoing among the business, the educators, the students and the parents. Encourage corporate involvement and input in decision making. Encourage support of local school board.*

*Be open minded and receptive to whatever advice and suggestions the partner provides for participation. Be willing to accept change. Be willing to volunteer services and funds as well as receive services and funds. Go after what you really want.*

*Attend all networking sessions (they are invaluable for sharing ideas and helpful advice). Alternate meeting locations. Social interaction between partners and their staff enhances educational values.*

*Meet or communicate (e.g., by telephone) regularly, such as every other week. Have regularly scheduled, structured meetings.*

*Establish early and frequent contact between those who will be most involved in the program.*

*Develop a trust. Share. Never point fingers of blame. Be positive and constructive. Use good people management skills. Either partner is allowed to say "no" to a project.*

*Develop ownership by all stakeholders right from the beginning. Facilitate collaboration and communication. Be flexible.*

## COMMITMENT

*Maintain a spirit of cooperation and commitment. Commitment from many people over a long time is necessary.*

*Partnerships require leadership commitment, mutual understanding, student learning as a priority, planning long- and short-term, evaluation, continuity, and involvement of parents and students.*

*Get a commitment from the top of your organization to work toward a partnership. Lack of a commitment or sense of urgency makes it more difficult to get the partnership underway.*

*Enthusiasm, dedication and patience are required from principals, CEOs, committee members.*

*You need staff to administer the partnership. The school partner should appoint or assign a specific person to be responsible for the partnership and to keep in contact with business coordinator, giving him or her the time necessary and giving recognition to the program within the school and business.*

*The contact person should have good knowledge of the people and businesses in the community.*

*Make sure teachers have sufficient time to spend on the partnership to encourage its success and maximum benefits. Be realistic in setting number of hours required, etc. Make sure your staff is agreeable to volunteering in the program.*

*Make sure staff of both partners are aware of the time requirements and are committed to the program. Involve parents and the wider community as well.*

*Volunteers have a limited amount of free time and it takes a long time to achieve objectives; therefore, be patient. Schedule meetings for the evenings to allow everyone an opportunity to attend.*

*Involve as many new people as possible on both sides on a regular basis to avoid early burnout. Rotate chair and committee members so that fresh ideas and enthusiasm are engendered, but keep some members involved so there is continuity in the program.*

*Don't participate unless you are willing to give freely of your time and knowledge. The commitment needs to be there on the part of both participants.*

*Set up or elect a steering committee that will meet on a regular basis and will organize on behalf of the volunteers/effective people. Include as many volunteers as possible. Share the "workload" with others (other than committee members).*

*Work with administrators and teachers and creative employees. Focus the partnership on curriculum enhancement. Recognize that if it is seen as valuable and fun it will be well supported.*

*Be prepared to commit resources and people who are excited about the project.*

*Start a partnership with your most enthusiastic people and encourage them to look at the membership of both partners to tap talents both inside and outside the workplace.*

*It is a lot of hard work. Partners will have to stay focused and not be discouraged because there will be some failures and disappointments. However, it is an exciting new concept with unlimited potential.*

## PUBLICITY

*Awareness of and publicity about the partnership are important (and sometimes difficult to achieve).*

*It is important to publicize the partnership within the respective organizations and maintain a good level of awareness. Partnerships require a lot of marketing/promotion.*

## EVALUATION

The most frequently occurring advice regarding evaluation was the following:

*Ongoing evaluation of the partnership and the activities is important. Evaluate at the end of each year to set the stage for the next year's program.*

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# CHAPTER TWO

# OVERVIEW OF PARTNERSHIPS IN ALBERTA

Partnerships between businesses and educational institutions are a growing phenomenon in Alberta. They occur at any level of schooling and involve any type of business. Their purpose is to pool community resources to benefit young people, although they may have a wide range of goals and objectives. Students benefit through field trip opportunities to job sites; enhanced classroom instruction by experts with specific knowledge about certain difficult subjects; improved language, math and science skills; encouragement to stay in school; encouragement to excel in areas of interest by awards or certificates; or job shadowing.

Schools benefit through availability of experts to share specific knowledge, and ability to offer programs or encouragement they would not otherwise be able to offer students.

The partners also benefit. Lines of communication between educators and the community's businesses and organizations are opened. Business partners benefit through increased community profile. They are directly involved with and contribute to the education of young people and in some cases their own children. Their knowledge of education and curriculum in the 1990s is increased.

One area that interests many people is helping today's students become tomorrow's business owners and skilled employees. There is a concern—not limited to Alberta or Canada—that today's students may not be able to cope with tomorrow's high tech, rapidly changing, competitive workplace, and further, that they may experience difficulty making the transition from school to the workplace. In a recent study commissioned through the Alberta Chamber of Resources, the key recommendation was that businesses, educators, students and other members of the community must communicate more effectively to address collective challenges, such as school to work issues.[1]

Partnerships are one of the best ways to look at collective challenges and to find mutually beneficial solutions.

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[1] Transition Management Ltd. and Kinnaird Planning and Research Ltd. *Alberta Resource Developments in the 1990's: A Response to Potential Skill Shortages* (Summary Document). Edmonton, AB: The Alberta Chamber of Resources and the Construction Owners Association of Alberta, 1990, page iv.

But what kind of business–education partnerships exist in Alberta? Are they successful? What are their goals? What are their activities? What kind of businesses and schools are involved?

In early 1992, people from the Alberta Chamber of Resources, Alberta Career Development and Employment, Alberta Education, the Alberta Teachers' Association, the Canadian Manufacturers' Association and the Construction Owners Association of Alberta met to discuss partnerships. We wanted the answers to the above questions, and we wanted to tell people the answers. In April 1992, copies of the Partnership Profile (see Appendix A) were mailed to over 1500 elementary and secondary schools in Alberta and to 270 business members of the Alberta Chamber of Resources, the Canadian Manufacturers' Association and the Construction Owners Association of Alberta.

We realize that all businesses in Alberta are not members of the above organizations. By also mailing the Partnership Profile to almost all schools in the province, we hoped to capture non-member businesses involved in partnerships. We specifically asked respondents not to describe Work Experience Education programs, since information is available from other sources. Since we wished to focus on the kindergarten to Grade 12 (K–12) level, we did not mail Partnership Profiles to post-secondary institutions (although some businesses that received the Profile described partnerships with post-secondary institutions).

We defined partnerships as formal or informal agreements or understandings among educators, businesses and others for the purpose of helping students make a smooth transition to the workplace or to further study. The partnership may be an agreement to undertake some activity over some time period, such as a school year. Ultimately, our definition has had to be broadened to include sharing the expertise of community members to the benefit of students and the community itself.

This chapter describes some of the results of the Partnership Profile: statistics, activities, successes, challenges, and benefits to the school partner and the community partner.

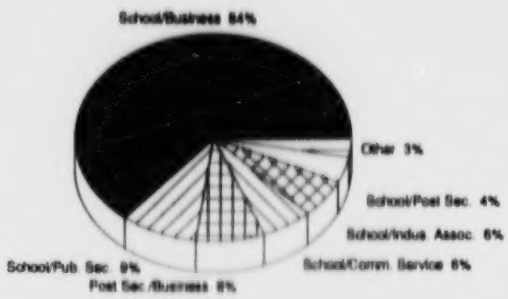
Our Partnership Profile survey netted 180 responses, of which 116 met our definition. Some respondents were involved in more than one type of partnerships; therefore, the numbers in the following section may not add up all the time. Note also that the information is descriptive rather than analytical. In other words, the results of the survey are provided for you to develop your own insights and conclusions.

## WHO'S INVOLVED IN PARTNERSHIPS?

The types of partnerships uncovered included the following:

- school/business 64%
- school/public sector (e.g., hospitals) 9%
- post-secondary institution/business 8%
- school/community service groups 6%
- school/industrial associations 6%
- school/post-secondary 4%
- other 3%.

Types of Partnerships Uncovered

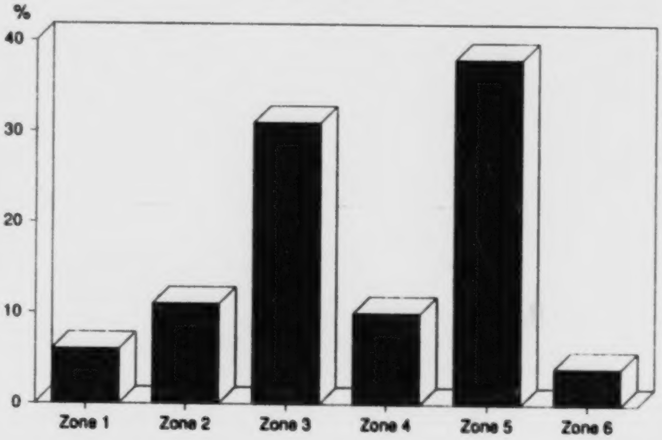


Source: Partnership Profile

In the partnerships we analyzed, 26% involved elementary students, 28% junior high students, 32% high school students, and 14% post-secondary students. Note that some partnerships involved more than one level. An average of 247 students participated in each of the partnerships we analyzed.

Alberta school zones occur in six broad bands across the province. (See Appendix B for a map of school zones.) Zone 1, in northern Alberta, had 7% of the partnerships we analyzed. Zone 2 had 11%, Zone 3 (which includes Edmonton and area) had 30%, Zone 4 (Red Deer and area) had 10%, Zone 5 (Calgary and area) had 38% and Zone 6, in southern Alberta, had 4%.

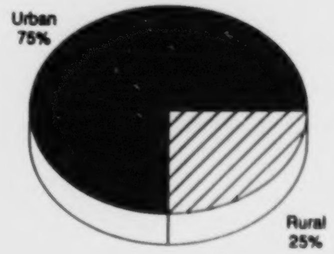
Distribution of Partnerships by
by School Zone



Source: Partnership Profile

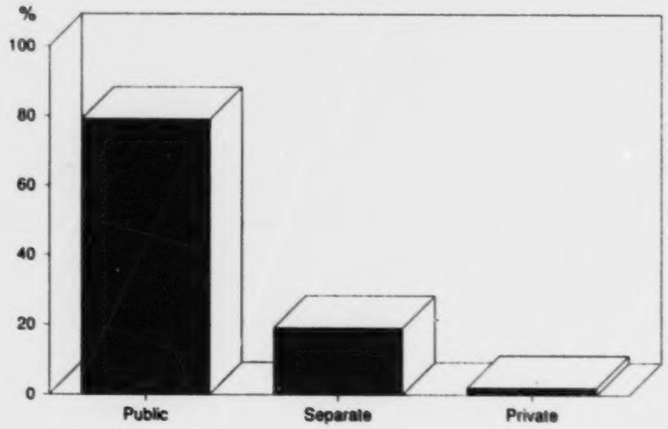
Most (75%) of the partnerships we analyzed were in urban areas and 25% were in rural areas. Most of the school partnerships (79%) involved public schools; 19% of the partnerships were with separate schools and 2% with private schools.

Urban/Rural Distribution of Partnerships



Source: Partnership Profile

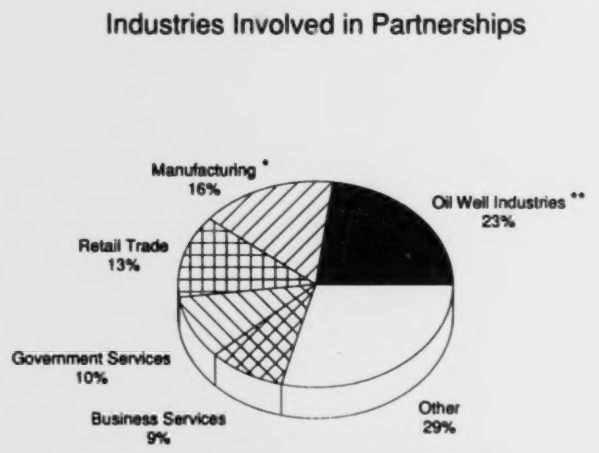
Types of Schools Involved in Partnerships



Source: Partnership Profile

The following were the prevalent industries involved in our partnerships:

- mining, quarrying and oil well industries (23%)
- manufacturing industries (16%)
- retail industries (13%)
- government service industries (10%)
- business service industries (9%)
- other (including agricultural and related industries, construction industries, communications and other utility industries, finance and insurance industries, real estate operator and insurance agent industries, education and service industries, health and social service industries, accommodation, food and beverage industries, and other service industries; 29%).

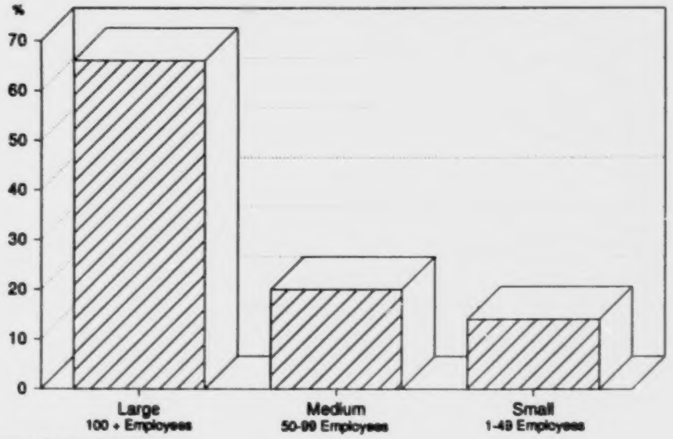

Industries Involved in Partnerships

*Includes some firms that manufacture petroleum products
**From category Mining, Quarrying and Oil Well Industries

Source: Partnership Profile

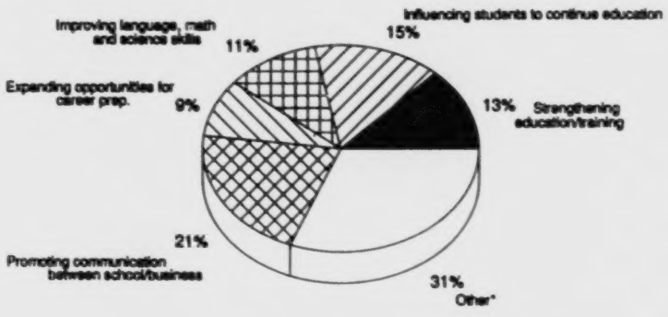
Sixty-five per cent of the businesses involved in the partnerships were large employers (100 or more employees), 20% were medium-sized employers (50–99 employees) and 15% were small employers (1–49 employees).

Size of Businesses Involved In Partnerships



Source: Partnership Profile

## WHAT ARE THE GOALS OF THE PARTNERSHIP?



Most Frequently Cited #1 Goals of Partnerships

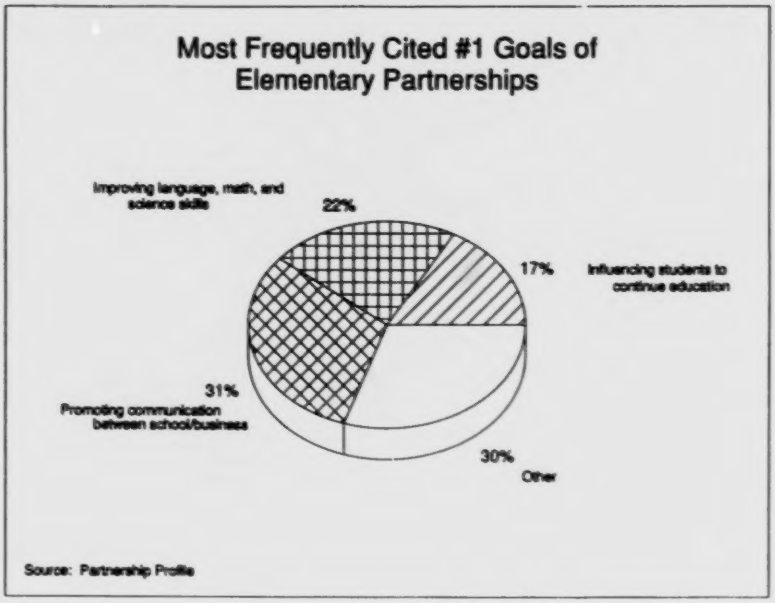
*Includes enhancing career information, enhancing image of service industry, increasing knowledge of workplace expectations, drop-out intervention, and influencing curriculum development

Source: Partnership Profile

The dominant goals of the partnerships we analyzed were as follows:

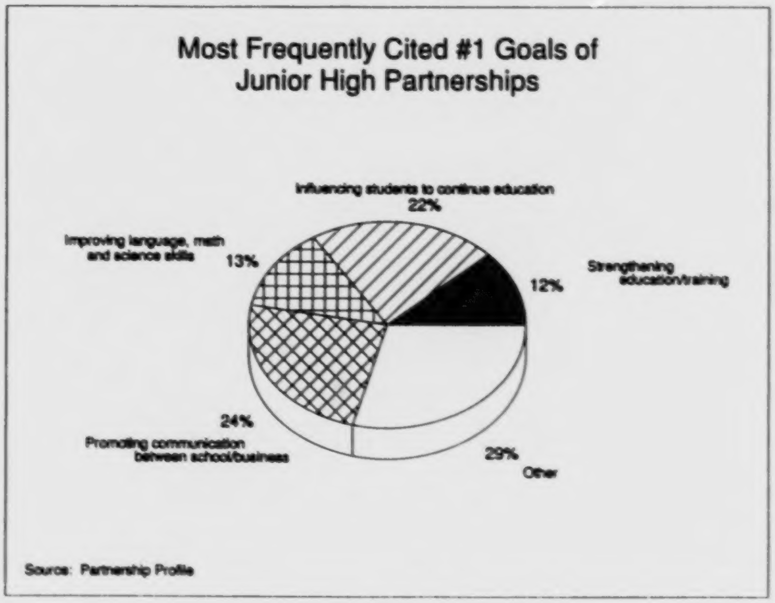
- promoting communication between school and business (21%)
- influencing students to continue education/training (15%)
- strengthening existing training and education programs (13%)
- improving language, math and science skills (11%)
- expanding existing opportunities for career preparation (9%)
- other (including enhancing career information, enhancing image of service industry, increasing knowledge of workplace expectations, drop-out intervention and influencing curriculum development; 31%).

The partnerships were an average of about two years old.



Most Frequently Cited #1 Goals of Elementary Partnerships

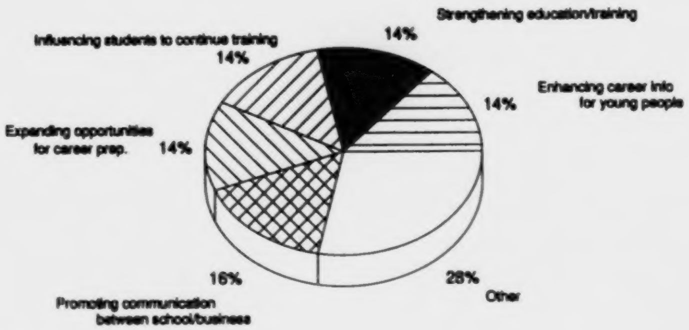
Source: Partnership Profile



Most Frequently Cited #1 Goals of Junior High Partnerships

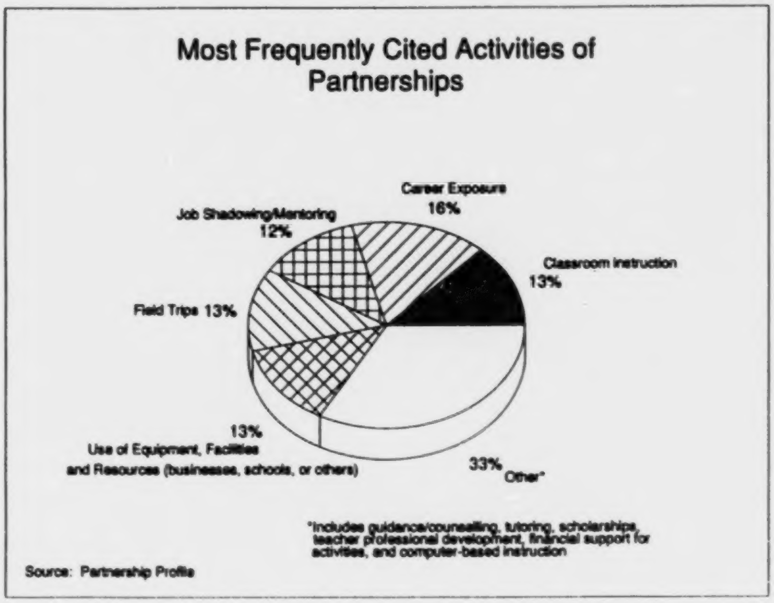
Source: Partnership Profile

Most Frequently Cited #1 Goals of High School Partnerships



Source: Partnership Profile

## ACTIVITIES


Most Frequently Cited Activities of Partnerships

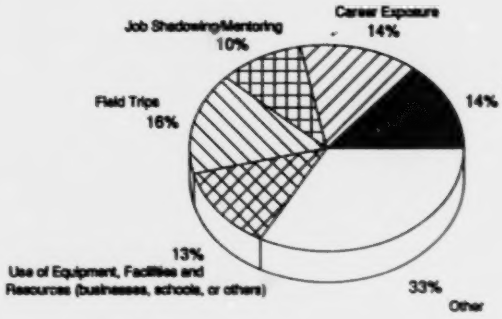
*Includes guidance/counselling, tutoring, scholarships, teacher professional development, financial support for activities, and computer-based instruction

Source: Partnership Profile

The most frequently cited activities in the partnerships were:

- career exposure (16%)
- classroom instruction (13%)
- field trips (13%)
- use of equipment, facilities and resources (businesses, schools or others; 13%)
- job shadowing/mentoring (12%)
- other (including guidance counselling, tutoring, scholarships, teacher professional development, financial support for activities, and computer-based instruction; 33%).

**Most Frequently Cited Activities of Elementary Partnerships**



Source: Partnership Profile

The following are excerpts about activities from the Partnership Profile:

> *The partnership has seen adaptations as a result of curriculum changes. Every year the teachers say it gives hands-on, workplace focused information on how science theories are put to practice and what that means for the students' lifestyles. The students say it's fun. We have added material based on new curriculum needs and addressed specific needs through job shadowing, science fairs, environment fairs, speech contests and career fairs.*
>
> *The partner has been helpful in providing assistance, awards and information to our young students. In turn, we show our appreciation by "decorating" their offices with student work. There is an excellent rapport between both parties.*
>
> *The partner's representatives have been genuinely concerned with the improvement of education—advertising has played a very small role.*

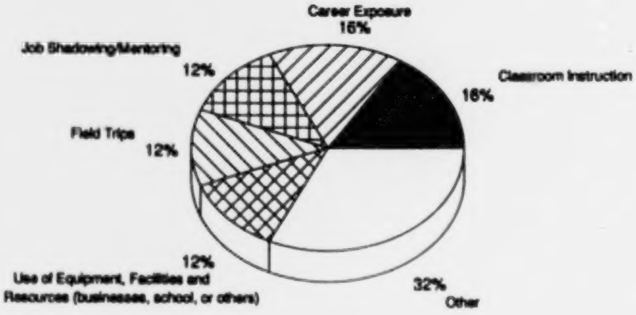
*Areas of activity are safety audits, career monitoring and CALM curriculum information.*

*Our functions are always extremely successful and beneficial for the students. The staff of the partner get personal satisfaction from their involvement.*

*Students get awards for high academic marks. (The top five get certificates, the Number 1 gets a computer and printer.) Tutoring is available. Job-shadowing days occur at the office.*

*Business provides a Student of the Month Award.*

**Most Frequently Cited Activities of Junior High Partnerships**



Source: Partnership Profile

*We have an annual "celebration" where partners and outside agencies are invited. Students have experienced that their contributions do help make a difference.*

*We have recruited four people from local businesses who come into the classes to act as consultants. The initial response has been very positive, but the time has been so short that an accurate assessment is not possible.*

*The partnership has been good. The students enjoy having a person other than a teacher delivering a program. It makes the learning experience more "real" for students.*

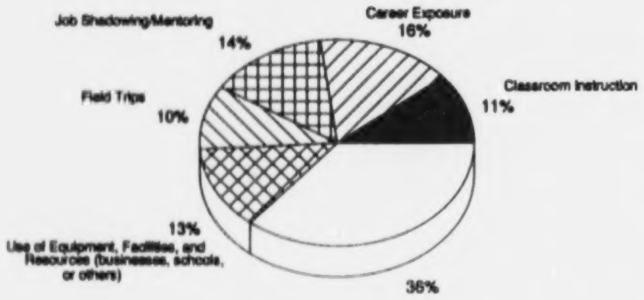
*The students have been able to use the partner to publish a classroom work and to participate in activities that promote community spirit. However, it has been difficult to get the partner's staff to work in classrooms on a one-to-one basis with the students.*

*We receive financial and resource help from the partner. Some of the activities are tours, job shadowing, funding of school projects, endowment for students and career counselling.*

*We have been able to involve our groups from the school in activities they would not have been able to access otherwise (e.g., science challenges and Career Days).*

*The partner is providing us with the latest videos, kits, etc., available to industry for use in our shop and other classes. Also, any personal safety equipment we need (e.g., gloves and goggles) is provided free of charge.*

**Most Frequently Cited Activities of High School Partnerships**



Source: Partnership Profile

*We have received reading incentives from the partner, conducted field trips, received educational materials and invited business employees to staff and school functions.*

*Each year about 12 of the partner's staff have been involved. It helped them understand schools and young people. Our students experienced the world of work.*

*We have 50 businesses that host Grade 6 students in their place of business for a half-day. The businesses are wonderful and the experience for the children is very beneficial. It turns into a language art activity—thank you letters, report writing and speeches on their experience.*

*The number and quality of activities have exceeded our expectations.*

*During the initial year of operation, much time is spent in developing relationships so that business personnel feel comfortable in a school setting and vice versa. We have an excellent beginning to what we hope will be a long and fruitful partnership.*

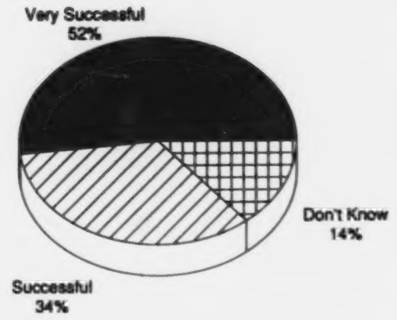
*We see displays of student work throughout the year.*

*The company has provided speakers, volunteers and field trips.*

## SUCCESS

Fifty-two per cent of the respondents said their partnerships were very successful and 34% were successful. Fourteen per cent were not sure, usually because the partnership had not lasted long enough to determine the degree of success.

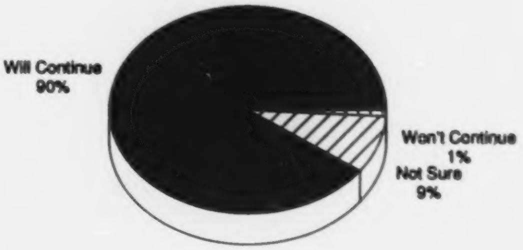
### Success of Partnerships



Source: Partnership Profile

Most (90%) of the partnerships involved in the survey were to continue. One per cent of the respondents said their partnerships would not continue, and 9% were not sure.

### Will Partnership Continue?



Source: Partnership Profile

We received many comments about how successful the partnerships have been. The following excerpts show the range of comments we received.

> *We made an excellent initial beginning . . . this is a building process.*
>
> *Projects have been well received and very successful.*
>
> *At this stage there appears to be a lack of commitment on the part of the school that points to a lack of success [but] insufficient feedback has been assembled to really evaluate the partnership.*
>
> *Both parties appear to view each other with mutual respect.*
>
> *The partner has provided an excellent experience for students.*
>
> *The partnership has growing strength and has become part of the operations of both institutions. . . . The possibilities are endless.*
>
> *The partnership is in the process of moving from successful to very successful. We just completed "the Honeymoon is over, Now What" phase. If we complete the activities now in the works, we will have had a great year.*
>
> *Our strongest indication of success is the continued growth of the partnership. Our partnership has diversified, expanded and attempted new initiatives.*
>
> *The partnership has been a tremendous sharing of people resources, expertise, intervisitations, mentoring, planning goals, objectives and activities, cooperative group exercises, technology, career-related information, education-based issues and fun activities. We have all made a tremendous amount of progress.*
>
> *It takes time to develop ideas for mutual action.*
>
> *Support for this program has been tremendous. An ongoing legacy will be the parent support group that grows out of the parental contacts. One of the partners has taken responsibility to continue the program. The program also saw students develop more positive self-images and skills they can use to make better decisions.*
>
> *Most schools have had a successful experience. Some are struggling to find a suitable partner.*

> *This has been a great success because the two individuals from the community bring a wealth of knowledge and experience to the classroom. Their business sense really opens these students' eyes to the realities of the real world.*
>
> *Our theme is "Education is a lifelong process". Both parties believe in this theme and we are expending our collective energy to obtaining it. Our partner cannot do enough to accommodate us.*
>
> *Enthusiasm is very high.*
>
> *We have received excellent comments from parents, employees, students and teachers.*
>
> *We foresee it being a very valuable experience.*
>
> *We anticipate that it will be very successful. We are excited with this new concept of community partnerships and cooperative learning.*

## CHALLENGES

Respondents were asked to comment about challenges they face. Not enough time, sporadic commitment, lack of awareness in the community, lack of financial resources, difficulty in selecting appropriate projects, were some common responses. The following are some excerpts:

> *Maintain an up-front open attitude, with parents and students being completely open and positive.*
>
> *Students are ignorant about what in real life he or she can expect in the workplace; that is, not all organizations are as safety and health conscious as they may purport to be.*
>
> *Awareness in the community and among the students has been difficult to achieve, and budget cuts this year may lead to less money from the partner next year.*
>
> *Parental support appears hesitant at times, because the activities are just now being perceived as part of "education" and schooling. Parents "come around" after counselling and appropriate information is provided. Students respond in keeping with parental perceptions.*
>
> *We need to know whether to branch out into other areas.*

*We need relevant, meaningful service projects. Partners are becoming familiar with each other. There have been time restraints between the partners.*

*Challenges have been finding suitable activities that will benefit both partners, timetabling, transportation costs and attendance.*

*We are still working on finding suitable projects to involve all students and staff at the elementary and junior high level.*

*The challenge is reaching all students in the school, coordinating available resource people with the school timetable, needing to have open and clear communication with the business partner in order that expectations on both sides are met.*

*Create effective and functional objectives and goals. Get student/ teachers to the business and vice versa. Make the business partner a visible, fully understood aspect of the school. Find time to devote to the partnership.*

*Get more involvement from business and school. Make partnership meaningful for students. Collect data to see if goals and objectives are being met and are meaningful.*

*How do you explain some of the business concepts at a level junior high students can comprehend?*

*Businesses and schools have had to learn to communicate and identify the resources, especially people.*

*Get the students to see that the business knowledge they can acquire will directly affect their lives in the future. (They don't take it very seriously because it's not relevant now.)*

*Challenges are initiating ideas to keep the partnership well and alive, and finding and exposing the hidden expertise people have that can benefit others.*

*A challenge has been finding a comfortable fit between school and business so the activities will generate enthusiasm that will last, so it's not seen as a burden or another job.*

*A challenge has been finding a comfortable fit between school and business so the activities will generate enthusiasm that will last, so it's not seen as a burden or another job.*

*The challenge is competition behind the scenes with another local school for the same partner.*

*Challenges include communication, supervision and safety of visitors, meeting deadlines and getting it underway.*

*It took time to link two compatible organizations. The fairly lengthy wait was worth it.*

*The challenge has been fundraising.*

*The challenge has been determining the value of learning new technology innovations.*

*The greatest challenge has been to manage the increasing costs.*

*One of the biggest challenges is getting staff interested in volunteering their time to go to the school to get involved. During the first year there were about 25 volunteers. Over the years it has dropped to six, and it has been that way for the last two and a half to three years. Staff are concerned with taking time off, when supervisors are willing to allow time to get involved.*

*Partnerships are a time challenge. There is a constant need to organize time to make this a priority and to update all constituents of the partnership about activities.*

*The challenge has been ensuring participants are motivated—external feedback is important.*

*Changes in personnel in the company provide a challenge to continuity. This has contributed, perhaps, to the lack of commitment, or at least to a divergence in goals and overall philosophy.*

*The challenge has been getting the right people involved at the start. Communicating between two large organizations requires a strong commitment and a long range.*

*Layoffs within the business have caused it to take a low profile in partnerships.*

*We need time to carry out the planned activities. We've been planning to do too much. We've had a challenge getting the school staff in tune with the business world.*

*Volunteer commitment has been sporadic.*

*The challenge has been to motivate staff and to persuade them that this can easily fit into the curriculum without extra work.*

*The challenge is working out differing schedules and work commitments.*

*The challenge is finding not all committee members able to be at all meetings because of other duties in business or school.*

*The major challenge is to convince the "people in the trenches" to buy into the concept. Often these people are already overworked and they believe that they don't need the extra responsibilities. Therefore, we suggest that the partners move slowly, ensuring success at every step. Next year, we should be able to report that the partnership is "very successful".*

*The challenge has been coordinating training sessions for the consultants and the time required for follow-up.*

*Challenges have been limited time for board of directors to complete objectives, and reduced financial and other resources.*

## BENEFITS TO THE BUSINESS PARTNER

The Partnership Profile clearly indicated that business partners benefit in myriad ways. Here are some excerpts:

*The business partner benefits as much as the school partner. It must benefit both parties.*

*Industry has so much to offer our young people, who in addition to the planned benefit, also experience opportunities to "connect" with the adult world of commerce and industry.*

*We've had some spin-off activity already. . . . Our company is getting involved in a partnership with the local high school. It is interested in adopting a school. Getting involved in education partnerships is a new area for our company. We have the tools, the displays and training—it's worked well and it's been a nice addition for us.*

*I feel that this is one of the most important programs in schools today.*

*This partnership has done much to enhance the reputation of the company in the area.*

*Many agencies have benefited from direct services and fundraising done by both partners.*

*You get a sense of contribution to youth/community, and it's a great experience designing and delivering programs to dropouts and their families.*

*The overall benefit (and most noteworthy) is the development of a cooperative attitude to do the best job possible for the young people in our community.*

*Young students have been exposed to safety concerns in the workplace; I hope this exposure will reduce accidents when they enter the workplace.*

*We benefit through advertising, being resource people, and providing service to the community and its people.*

*There is increased awareness of the educational system and parents have a generally positive view of the organization's involvement. The partnership has relayed industry and its concepts to students and the community. It has opened communication channels where they did not exist before.*

*There is more awareness of oil and gas operations in the community, a sense of accomplishment in being part of students' progress and success through school.*

*There is an opportunity to give something to the local community through its most valuable resource—young people. Partnerships help students to better prepare for the work environment, which has a positive influence on future employees and consumers.*

*We have a better, more positive understanding of students and teachers. The volunteer program has been assisted by students.*

*The partnership has provided an opportunity to employees to interact with students—to expand their skills not developed in workplace, taking advantage of physical plant.*

*The partnership provides positive community involvement, good public relations, and opportunities for staff to show their expertise.*

*Partnerships help establish public awareness that business is supporting public education.*

*This partnership has created an awareness of what 10-year-olds are thinking and feeling. At the same time, we share our vast expertise and instill excellent values and goals for our students.*

*We have contact with bright, motivated students and are involved in high school education.*

*Our company has a chance to participate in education and see it in action as well as access teacher expertise for their workers.*

*Our staff have had an opportunity to feel a worth outside their jobs, ability to show some pride in their jobs.*

*We now have enhanced corporate lesson plans.*

*It is good corporate citizenship, a window to education process, and provides unique employee opportunities.*

*We now have knowledge of school-based operations, working with professionals, service to something greater than ourselves.*

*We learn about the reality of schools, and understand our curriculum and how it relates to the world of work. We get to work with and meet students.*

*Some anticipated benefits are a sense of sharing in education, a more knowledgeable clientele and use of school facilities.*

*This project gave a chance for our partner to reacquaint some staff with the student expectations at the junior high level.*

*Good community/business relationships have been established.*

*We have a better understanding of the difficulties facing youth and school systems, and a sense of making a difference.*

*We have a better understanding of why education is important and why they need to sell their industry to the next generation.*

> *We have the opportunity to encourage "safety as an attitude" in future employee prospects.*
>
> *Existing employees can develop supervisory skills.*
>
> *There has been community enhancement (prevention of vandalism, more positive attitude of students towards community).*
>
> *We have an opportunity to pass on our expertise to willing students, and have often been fortunate enough to hire them!*

## BENEFITS TO THE SCHOOL PARTNER

Schools, and students, benefit greatly from partnerships, as shown in the following excerpts from the Partnership Profile.

> *The curriculum provided students with real experiences. Our partner is an accessible resource and we have received some surplus equipment.*
>
> *Our students have been exposed to eight different mechanics/trades; the program has been just phenomenal in keeping kids in school and it has influenced some kids to return to school.*
>
> *Students are able to gain greater understanding of the specific fields of engineering and related careers.*
>
> *We have gained insight into current business thinking and needs.*
>
> *We have additional resources for the school, not monetary, but mainly human resources as well as facilities resources.*
>
> *Each project becomes better than the one before. The compliments and positive critics have brought forth some special talents.*
>
> *Students learn what service clubs do and what service projects are.*
>
> *It has provided the school an opportunity to give the students a chance to talk to a professional in a desired career.*
>
> *We have "state of the art" training for students, loan of resource materials, and knowledge of workplace expectations.*

*We can access a high tech, computer-based interactive video disc staff training program.*

*The company provides technical expertise about computer networking.*

*The partnership has helped make chemistry and science relevant to students.*

*The community and parents see that the school system has not given up on drop-outs.*

*It has enriched classroom presentations, provided students with positive role models, and has given teachers a valuable resource.*

*Partnerships provide a "reality check" for course offerings.*

# CHAPTER THREE
# SOME INNOVATIVE ALBERTA PARTNERSHIPS

## CANADIAN HUNTER EXPLORATION LTD. AND SHERWOOD COMMUNITY SCHOOL, CALGARY

### HIGHLIGHTS

- Promotes the importance of science.
- Includes "high need" students and families.
- Promotes teacher development and enhancement.
- Encourages students to stay in school.
- Makes students aware of the ethics and values of the business world and provides additional adult role models for them.

### INTRODUCTION

The partnership between Canadian Hunter Exploration Ltd. (CHEL) and Sherwood Community School was created unofficially in September 1987, following discussions among the school board, Canadian Hunter and Sherwood administrators. After one year of experimentation, interaction and discussion, the partnership was formalized in September 1988.

Sherwood serves Grades 5 to 9. It has 625 students and 38 teachers. The school population comes from a variety of backgrounds and includes a significant number of "high need" students and families. Sherwood's diverse clientele, coupled with the community school concept, means that the school's goals must centre on the student and on the creation of a positive attitude toward school. Opportunities created as a result of the partnership have enriched Sherwood's programs and have added positively to the overall school culture.

Canadian Hunter Exploration Ltd. was established in 1973 by John Masters, President, and Jim Gray, Executive Vice-president. The company, which is involved in the exploration and production of oil and gas, is a wholly owned subsidiary of Noranda Inc. Canadian Hunter has 375 employees.

## GOALS AND OBJECTIVES

The overall goal of the partnership is to provide Sherwood students with insights into career possibilities, business ethics and values, and community involvement. Specific objectives are to:

- provide alternative, positive role models for Sherwood students
- offer unique opportunities for students to learn and to maximize this learning through the initiation of a variety of activities, which are jointly planned by individual staff members of each partner, and which should complement and enrich existing curricula
- make students aware of the ethics and values of the business world
- demonstrate to students the personal benefits derived from an active family life and from service in community and volunteer organizations
- make the staff of each organization more aware of the role that each partner plays in society (their successes, concerns, goals)
- develop a sense of community involvement on the part of each partner's staff
- make the people associated with either partner aware of the partnership and its purposes, and to encourage involvement with the program
- monitor the partnership activities to ensure that the focus remains on affecting students in a positive manner
- maintain a photographic record of partnership activities.

## ACCOMPLISHMENTS AND ACTIVITIES

The main beneficiaries of the partnership are the students. They get an exposure to Canadian Hunter people in a variety of settings, ranging from playing volleyball together, to visiting Canadian Hunter's offices, to participating in a job-shadowing day, to listening to a Canadian Hunter geologist explain western Canadian geology as part of a Grade 8 Earth Sciences block.

Secondary beneficiaries are the teachers and the staff of Canadian Hunter. Teachers are able to incorporate Canadian Hunter knowledge and skills in their classrooms and teaching programs. For example, Canadian Hunter people teach Project Business, and Canadian Hunter provides displays for the Sherwood science display case. In one example, this was expanded to a unit on how hot air balloons work, where Canadian Hunter staff provided expanded display material and arranged for a balloon at Sherwood.

There is a sense of pride among the staff owing to the relationship with a high profile business partner. Canadian Hunter staff benefit by having an opportunity to contribute to the community through volunteering, and by having a chance to organize and lead particular activities. Such volunteer work is a good opportunity for young professionals to broaden their management and organizing skills. The partnership also provides an opportunity for CHEL employees to gain insight into education today.

A steering committee (about 15 persons) for the partnership meets every month, alternating between Sherwood Community School and the Canadian Hunter offices.

Many other Sherwood teachers and Canadian Hunter employees become involved, depending upon their interests and the nature of the activity. Typical activities include:

- Job shadowing, which exposes students to the world of work, promotes the importance of science, encourages students to stay in school, and provides adult role models. Many students have seen the scanning electron microscope lab where scientists examine rocks to assist in the search for oil and gas. This demonstrates the role of science in business and shows that scientists are real people.

- Leadership students organize activities for the CHEL staff picnic and Christmas party.

- The Squeaky Sneaker Sports Challenge, which includes volleyball, basketball and baseball (students and CHEL).

Other activities include:

- art display at CHEL
- UNICEF fund drive
- business basics—several sessions (CHEL employees make presentations to Grade 6 students)
- CHEL WINIT awards
- partnership seminar
- breakfast of champions
- Sherwood Band Elementary Choir visits to CHEL
- school showcase display
- activity day supervision (CHEL volunteers)
- book drive

- fiesta (Education Week)
- rig tour
- Grade 9 graduation (CHEL sponsorship—books to graduates)
- tours of Mount Royal College and the University of Calgary.

A special initiative in the summer of 1991 was the employment of a teacher by Canadian Hunter for a four-week period.

While Canadian Hunter has provided minor funding for particular activities, the primary emphasis is on people. The student/Canadian Hunter interaction, and the impact this has on student motivation and knowledge, are the primary focuses of the partnership.

Success of the program is measured in three ways. First, the committee reviews the year's activities annually and submits a report to the Calgary Board of Education. Second, the partnership committee asks the students to evaluate the program. Third, the partnership committee evaluates progress.

Communication between the partners remains strong, with frequent, open contact among members of the partnership committee as well as between individual employees of each partner. For example, Canadian Hunter sponsored a formal dinner where the Executive Vice-president addressed representatives from Sherwood and led a discussion of educational issues and the future.

The partnership program has added a positive dimension to Sherwood Community School and Canadian Hunter staff. Feedback from community members, parents, teachers, Canadian Hunter staff and especially students has been most encouraging, and the future looks promising. There is no doubt that the primary goal of the partnership—the direct involvement of students with Canadian Hunter employees—is being achieved. There is evidence that the relationship contributes to the school programs and to overall student growth. It is encouraging that after three years both partners feel they are being enriched by their association with each other.

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## IBM CANADA LTD. AND JOHN G. DIEFENBAKER HIGH SCHOOL, CALGARY

### HIGHLIGHTS

HIGHLIGHTS

- Focuses on the richness of the human resources of the partnership.
- Focuses on creativity, innovation and excellence.
- Focuses on learning.
- Focuses on success.

### INTRODUCTION

The partnership concept was formalized between the two partners in April 1989 after an initial introduction some seven months earlier. The "marriage" had some help from a matchmaker. An initial blind date was arranged by cupid (the Communications Department of the Calgary Board of Education). The ongoing development and success stems from the initial dating and familiarization phases the partners went through.

While it is community based, John G. Diefenbaker High School (JGD) is not a conventional high school. It offers alternative forms of instructional delivery based on student learning style, conducts a Humanities Program featuring interdisciplinary instruction and team teaching, and encourages the students to be young adults by providing them with real freedom, choice and responsibility. The school also promotes Parents as Partners. Enrollment in the school is 850 students.

Similarly, IBM Canada Ltd. is not a conventional business; it is an exceptional organization. It maintains its leading position in the competitive, high technology business by insisting on excellence in products and services, by empowering employees with decision-making authority along with responsibility, by encouraging employee initiative and challenge, and by promoting the value of lifelong learning through employee development programs. IBM employs approximately 350 persons in Calgary and approximately 100 persons in Edmonton.

The partners define their concept of a partnership in a thought-provoking way:

> A partnership is a relationship between two consenting parties, entered into for mutual benefit. Typically, the partners have similar interests and motives, and admire and promote certain values. In healthy relationships, the coupling results in a strong emotional bond and each partner reaps his reward. . . .
>
> . . . the signing ceremony was analogous to a marriage vow . . . the relationship was formalized only after careful consideration of the commitments underlying the process.

## GOALS AND OBJECTIVES

Overall, the goal of the partnership is to improve the educational opportunities for all students at the school. Specific objectives are to:

- educate school personnel about current trends and opportunities in business
- educate business personnel about current trends and innovations in education
- provide opportunities for students to excel with adults beyond the classroom experience
- highlight the efforts and accomplishments of the students and the business partner
- have some fun together while accomplishing these objectives.

## ACCOMPLISHMENTS AND ACTIVITIES

Student participation in some form of activity has grown from 20% in the first year to about 45% in the second year. Currently some 80% of all students are expected to be involved in some aspect of the partnership.

With the development and growth of the partnership, students have been exposed to a variety of opportunities and situations, which highlight their efforts and recognize their talents. Four prominent activities exemplify these concepts:

- The Sun Life Plaza art exhibition, in which students at all grade levels select their best accomplishments to be juried and placed on display at Sun Life Plaza for a six-week period each year.
- The Writers' Workshop has grown to 40 active participants in two years. Students challenge for "the BEST of the WORST" writing, poetry and prose "sweatshops", with judging and prizes awarded by IBM.
- The School Science Fair has been a major success. Creative projects in intermediate science classes have proven to be a major impetus and motivator for students who are not as academically gifted as others.
- The *Anthology of Student Art and Literature* is a joint publication (using learned multimedia technology) by IBM and JGD. It recognizes selected works by students and demonstrates the educational excellence in the school.

The impact of these endeavours is so valued and so important that each has become included annually on the list of things the partnership must do because they encourage and recognize excellence in learning.

Other activities, such as IBM personnel ("IBMers") assisting with staff development at the school on Professional Development Days, or having school staff participate with IBMers in training sessions at their downtown location, provide opportunities for staff in the partnership to learn from one another and earn a respect for the proficiency of the partner. These opportunities also keep the membership of each organization current about trends and issues in business, and in education. This knowledge assists both partners to develop a sense of pride, and provides a sense of what is necessary to be successful in a competitive world.

The most notable benefit to the business partner has been in the positive boost to worker morale. Frequently, IBMers have commented that they did not believe the extent to which they affect students; they are pleasantly surprised by the students' interest in them, and the students' eagerness to work together with them. A sense of accomplishment and contribution to the community are benefits also reported by these staff members, most of whom willingly volunteer for additional assignments as they arise.

Approximately one-half of the 350 employees at IBM Calgary are female but there is only one traditional secretarial position remaining in the Calgary Branch. It is important to IBM and to the school that students see gender equality in the workplace and that women play a vital and significant role as professionals in the modern world of business. Women at IBM Calgary are performing the same work as men, and this role modelling is important to the students.

With their participation and interest in education, business personnel have an opportunity to keep up with an enthusiastic and innovative group of professional educators. IBM has reported that the success of the school partnership influenced their willingness to move into further ventures, such as the joint study project with the University of Calgary.

Other activities undertaken by the partnership include:

- tours of IBM facilities to increase awareness of careers
- assistance in resume writing
- mock job interviews with Grade 12 students
- students job shadowing at IBM
- an extension of job shadowing to include one staff member

- JGD students demonstrating science at the University of Calgary for IBM
- inviting IBMers to Humanities classes to speak on subjects such as free trade
- IBM participation in model parliament
- computer club competitions
- student-designed Christmas cards for IBM.

Additionally, the IBM/JGD partnership has been viewed by other city schools and city businesses as being successful and of value, leading various other organizations to make inquiries about possible partnering within the Calgary Board of Education.

The partnership has been a positive addition to the whole educational program at John G. Diefenbaker High School. This is evident in that each department in the school has made a request for some sort of IBM participation with them this year. Overall, the partners are enriched by this interaction, this commitment to provide benefit through collaboration.

The significance of the partnership can best be summed up by listening to the heart; Caireen McAdam, a participant in last year's Writers' Workshop, says it best:

> To me, the most important thing about the partnership that John G. Diefenbaker has with IBM, is the encouragement.
>
> Last year IBM personnel judged the "Flash Fiction Contest" held at my school. It was a wonderful and exhilarating feeling to know that some total stranger thought my writing was worth something. . . .
>
> It's a rush too heady to describe, when you pick up a book, and there, in the middle of all that art and literature, is something you have written, something that is totally your creation, and it has been given a voice by what sometimes seemed like a very small part of your life.
>
> I suppose that when it comes down to it, the thing I want most to do is thank the people at IBM who have made my dreams a little more real, and tangible. . . .

## THE FUTURE

While the original commitment was to collaborate for three years, the partners plan to continue with this valuable and enriching partnership. When you have a good marriage, you walk, side by side, and experience the adventure, together.

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# NORCEN ENERGY RESOURCES LIMITED AND CLARENCE SANSOM COMMUNITY SCHOOL, CALGARY

## HIGHLIGHTS

- Emphasizes student achievement and success.
- Emphasizes science.
- Encourages women in non-traditional roles.
- Encourages work experience and exposure in the energy industry.

HIGHLIGHTS

## INTRODUCTION

Planning for the partnership began in mid-1991 and included a series of activities leading to the official signing in January 1992. Clarence Sansom Community School has 660 junior high students. Norcen Energy Resources Limited has 600 employees in the Calgary area.

## GOALS AND OBJECTIVES

The goal of the partnership is to enhance students' quality educational opportunities and experiences. Specific objectives are to:

- provide students with opportunities to see the real working environment
- promote careers in science/mathematics for both female and male students
- enhance student self-esteem by promoting student achievements
- demonstrate the value of collaborative activities
- involve parents in the partnership to promote and encourage student achievements in all areas.

## ACCOMPLISHMENTS AND ACTIVITIES

This new partnership has accomplished a lot in a short period of time. One of the first things that the partners did was establish a series of working committees and/or responsibility centres. These are:

- a six-person steering committee
- a program evaluation coordinator

- partnership promotion:
  - coordinating staff/student socials
  - planning the official signing ceremony
  - generating a partnership logo
- opportunities to view the real working environment
- promoting careers in science
- promoting student achievement
- demonstrating effectiveness of collaborative activities/resources
- community liaison.

Specific activities that have been undertaken include:

- Project Business. The intention here is to make the world of business come alive for the students and to increase their awareness of the role of business in their daily lives. Norcen business consultants deliver classroom presentations to Sansom students based on real examples.
- Drumheller Field Trip. The trip involved viewing a drilling rig site, an oil well battery and a gas plant to demonstrate the petroleum exploration and production process. Particular emphasis was placed on how all the people involved worked together to achieve their objectives and the training and skills required to succeed.
- View the Real Working Environment. This includes presentations to students on what people do at Norcen and job shadowing at Norcen.
- Science Career Days—for Grade 9 girls. This was very well received. The students enjoyed the hands-on demonstrations and discovered that scientists are not boring.
- The first edition of *Clarence Sansom/Norcen Partnership Newsletter* was published in November 1991.
- Special Norcen recognition for excellence promotes student achievement.

Other activities include:

- staff wine and cheese social
- logo design for the partnership
- United Way activities
- brown bag seminars, which featured subjects such as whole language in the classroom, how to talk to your child's teacher, achieving school excellence, choosing the right school, French immersion—pros and cons, and violence in schools.

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# RENAISSANCE ENERGY LIMITED AND
# ST. MICHAEL SCHOOL, CALGARY

## HIGHLIGHTS

HIGHLIGHTS

- Emphasizes education as a lifelong pursuit.
- Encourages students to set long-term goals (i.e., career decision making) by interacting with the company's staff.

## INTRODUCTION

The Renaissance Energy Ltd. and St. Michael School partnership was formed in 1990. The initial inspiration came from the school district, which is committed to community involvement and has as a goal "knocking down the school walls" to reach the community. The partnership is built on an equal commitment from each partner. The partners ask "what can we do for each other" rather than "what can you do for us". Students and the staff from both organizations set the goals and are involved in decision making.

St. Michael School has 600 elementary and junior high students. Renaissance Energy Ltd. is a petroleum exploration and development company with 320 employees.

## GOALS AND OBJECTIVES

The overall goal of the partnership is to encourage students to recognize that education is a lifelong process. Specific objectives are to:

- promote student awareness of the type of technologies and employment opportunities in the oil and gas industry
- allow Renaissance Energy Ltd. to return resource assistance to the community in which it prospered.

## ACCOMPLISHMENTS AND ACTIVITIES

Renaissance Energy Ltd. supplied a petroleum engineer to speak during St. Michael's Career Week, and judges for the elementary and junior high Science Fair. Renaissance personnel judged the primary activity during Education Week, "Let's Go Fly a Kite", which was a school-wide theme on kites. Students were taught aerodynamics, meteorology and kite building. A drilling manager visited a Grade 4 class to discuss environmental issues.

Other activities include:

- Renaissance presents an annual Academic Award, consisting of a plaque for the school and a pyramid, symbolizing energy, for the student.
- Renaissance implemented an Endowment Fund for all students who complete Grade 9 at St. Michael. After high school, former St. Michael students who enroll in post-secondary studies can access the fund.
- The school presented Renaissance with a work of art completed by one of the students. Renaissance will frame and exhibit several of the students' art projects each year.
- Grade 8 classes toured Renaissance offices and then lunched in the Board Room.
- Selected Grade 8 students job shadowed at Renaissance.
- Grade 9 students visited a gas plant and oil batching plant near Drumheller.
- Renaissance Energy held its annual Christmas party at the school. Children of the school staff were invited, and the School Choir entertained.
- St. Michael Junior High Band performed in the lobby of Canterra Place during the Christmas season.
- The school gym was available to Renaissance employees for recreational activities.
- Staffs of the partnership met once a week for recreational/competitive volleyball.
- A celebration, including a reception, was held at the school to affirm the partnership.
- Renaissance funded a Division I curriculum project called "Let's Go Fly a Kite"
- Renaissance produced a letterhead in collaboration with the school, and supplied special stationery for correspondence and activities.

- Renaissance named a gas well "Renaissance/St. Michael".
- A Professional Development Day was held at the Renaissance head office to familiarize teachers with the operation of the company.

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# AGT AND VICTORIA COMPOSITE HIGH SCHOOL, EDMONTON

## HIGHLIGHTS

- Features a large school and a large employer.
- Includes a wide variety of activities.
- Focuses on electronic communications.

## INTRODUCTION

In September 1989, Edmonton Public Schools approached AGT with an invitation to form a partnership with Victoria Composite High School ("Vic"). With Vic being known as a progressive school and AGT, itself a leading organization, it seemed an ideal fit.

In December a steering committee, composed of AGT employees and Vic staff and students, began working toward formalizing the partnership. On May 3, 1990 a spectacular display of student talent culminated in the official signing of the partnership agreement by AGT President and Chief Executive Officer Hal Neldner, and Principal Bob Maskell. Vic's enrollment is 1400 students. AGT employs over 4000 persons in Edmonton.

## GOALS AND OBJECTIVES

The overall goal of the partnership is to develop and maintain an ongoing relationship in which both partners benefit from the sharing of time, expertise and resources. Specifically, objectives are to:

- enhance student learning opportunities by sharing appropriate AGT resources (primarily non-financial)
- provide AGT employees the opportunity to share knowledge, skills and time for the benefit of a young person's growth and development as well as their own
- provide access to school resources for the benefit of AGT's business interests and employee activities
- increase teacher and student understanding of practical aspects of the business world
- create good will toward and recognition of the role AGT is playing in support of education.

## ACCOMPLISHMENTS AND ACTIVITIES

The activities in which many employees and students have been involved are both numerous and varied.

- More than 30 AGT employees attended the launch ceremony at Vic. This group included Vic alumni and employees who are parents of Vic students.
- A student design competition produced a distinct partnership logo indicating AGT and Vic are "on-line together". The competition was judged by AGT Creative Services employees.
- In cooperation with students in the Advertising and Public Relations Program at Grant MacEwan College, a program to increase the awareness of Vic performances was carried out at AGT. A promotional piece was circulated inviting AGT employees to attend Vic performances.
- Eight AGT employees spoke at Vic's Career Day. Professions included architect, fitness instructor, engineer, corporate writer.
- Several employees conducted a full-day leadership seminar (Toastmasters) for 30 students.
- Students were provided training in data processing and accounting (past three years).
- Work study students spend one week on the job at AGT.
- One of the trainable mentally handicapped students from Vic spent 18 weeks in 1991 (three days per week) at AGT in Residence Sales and Service, assisting with mailouts.
- Students performed in the lobby of the AGT building at Christmas (two years).
- A marketing specialist from AGT spent six classes with the business education students to develop a marketing campaign for T-shirts and other items associated with the 10th Annual Redmen Invitational Basketball Tournament.
- Vic administration provided seminars on a variety of topics for AGT employees with teenage children including "How to choose a high school" and "What programs are available to high school students".
- An employee from AGT's Human Resources provided a seminar for three Grade 11 classes on resume writing and interviewing techniques.

- Twenty AGT employees and their guests attended the dinner theatre production of *West Side Story*.
- A student interested in law visited with one of AGT's corporate lawyers in a job-shadowing experience.
- AGT's Advertising Department presented a seminar on advertising strategies.
- Students from Vic were given a tour of Vista 33 with a brief presentation about the peregrine falcon, a rare bird that has made the AGT building its home.
- Cheerleaders helped kick off AGT's United Way campaign.
- Students from Vic attended the first Annual General Meeting of TELUS Corp.
- Vic celebrated the first anniversary of the partnership April 30, 1991, when 700 students recreated the AGT-Vic logo on the school's football field.
- Two Physical Education leadership classes used AGT's fitness facility to learn about training and healthy lifestyle.
- Vic and AGT used ENVOY 100 to communicate messages, thus eliminating use of paper and avoiding telephone tag.
- Human Resources conducted a seminar on time management for interested students.
- With a focus on improving mathematics and science skills, AGT sponsored a scholarship for students who excel in these areas. The partnership also co-sponsored the participation of one student and one teacher at a science conference.

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# EDMONTON NORTHLANDS AND ARCHBISHOP O'LEARY CATHOLIC HIGH SCHOOL, EDMONTON

## HIGHLIGHTS

- Students participate in field trips and focus groups.
- Assists business partner by conducting surveys and focus groups on Northlands events.

## INTRODUCTION

This partnership started as a result of a 1989 initiative by the Edmonton Catholic School District to encourage business-education partnerships. Interest was generated in Archbishop O'Leary and, with the help of a partnership broker from the board, Edmonton Northlands was approached and became a partner. Enrollment at O'Leary is 1453. Northlands has approximately 1500 full- and part-time employees.

## GOALS AND OBJECTIVES

The overall goal of the partnership is to provide a venue for applying curriculum and for students to learn about work experiences and expectations. Specific objectives are to:

- enable staff in both organizations to better understand each other
- improve general community relations for both parties.

## ACCOMPLISHMENTS AND ACTIVITIES

Major accomplishments and activities include:

- guest speakers
- Business Education Secretarial Training (BEST) class visit to Edmonton Northlands business offices
- Food Studies class field trips look at the organization of the kitchens at Northlands
- Northlands night at the races for the O'Leary staff
- job interviewing—an employer's perspective
- fundraising project: ice cream concession stands
- O'Leary's Environment Club is invited to Northlands to conduct an environmental audit regarding environmental effectiveness

- the Marketing 30 class is used as a focus group by Edmonton Northlands
- Marketing/Food Studies students will examine marketing innovations at hockey games
- a focus group of students was formed to brainstorm the possible creation of a teen venue at the Klondike Days Exposition. Another focus group will be formed during the next school year to evaluate the venue and come up with ways to improve it.

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# MISERICORDIA HOSPITAL AND JASPER PLACE COMPOSITE HIGH SCHOOL, EDMONTON

## HIGHLIGHTS

- Emphasizes health care in subjects such as careers, health issues and school emergency response.
- Features special programs for adolescents.
- Provides tutoring for hospitalized children.
- Increases awareness among students and staff of the role of each institution in the community.
- Increases awareness among students of the importance of giving back time and talents to the community.

## INTRODUCTION

Both Jasper Place Composite High School ("JP") and the Misericordia Hospital believe in a community outreach philosophy. Therefore, it was natural for JP to approach the closest and most likely hospital in the city about establishing this unique relationship. The initial discussion took place in December 1988, and in March 1989 a special moment in Edmonton's history was realized—the formalization of the first partnership between a school and a community organization. The Misericordia is a 538-bed hospital, and JP has some 1950 students.

## GOALS AND OBJECTIVES

The partnership between JP and Misericordia Hospital is a *mutually beneficial relationship initiated for the purpose of sharing time, talent and expertise in the spirit of friendship for the betterment of the community*. This two-way partnership focuses on human rather than financial resources.

Specific objectives for Jasper Place High School are to:

- increase health awareness
- provide a real-world extension of curricular activities
- prepare students for employer employee responsibilities
- enhance learning experiences of students and staff
- promote a student/staff understanding of the health-care industry
- build student self-esteem through participation.

Specific objectives for the Misericordia Hospital are to:

- increase understanding about the good things happening in schools
- enhance patient care by involving students
- share knowledge and expertise with the youth in the community
- promote better health for our youth.

Shared objectives are to contribute to the general community by:

- providing innovative programs through sharing time and talent
- increasing awareness of school and hospital activities within the community
- expanding community volunteer involvement in hospitals
- providing better health and education programs through community feedback
- increasing problem-solving and creative thinking skills for students
- enhancing awareness of societal issues for students, educators and hospital staff
- expanding students' sense of belonging in the community.

## ACCOMPLISHMENTS AND ACTIVITIES

Major accomplishments and activities include:

- Paediatric Tutoring Program
  - Students from JP tutored hospitalized school-age children to enable them to keep up with their school work.
- Health Issues
  - Medical staff from the hospital are participating in the development of a Sports Medicine Program for athletes at the school.
  - A group involving Emergency Department staff, teachers and students are planning for the implementation of an emergency response team of students at the school. In addition, this group is assessing the implementation of basic cardiopulmonary resuscitation skills for staff and students.

- Adolescent Issues
  - For the past three years, emergency staff have presented an interactive Safe Grad Program to the graduating classes at the school. This program focuses on drinking/driving awareness and consequences.
  - Students at JP held a challenge to all other Edmonton schools to raise funds for the Adolescent Program at the hospital. This program addresses the unique health-care needs of adolescents.
  - Students participated in a survey to assist in identifying the issues and needs that should be addressed by the Adolescent Program at the hospital.
  - A parent/teen counselling program is offered by the Adolescent Clinic at the hospital.
  - Parenting workshops related to parent/teen issues have been presented at the school by hospital staff.

- Health Careers
  - Sixteen health careers were represented by hospital staff at JP's Career Days.
  - Students at JP participate in work experience in various areas of the hospital, including biomedical electronics, laboratories and in-patient units.
  - Job shadowing.

- Citizenship Court
  - Two citizenship courts have been hosted jointly by JP/Misericordia Hospital. This provided an opportunity for Law and English as a Second Language students and hospital staff to participate in the reaffirmation of our country's rights and freedoms.

- Grade 9 Visitation
  - In partnership with JP/Misericordia and the surrounding junior high schools, hospital staff and school counsellors conduct five tours per year for Grade 9 students as part of career and partnership participation awareness.

- Committee Involvement
  - JP students have active membership on various hospital committees such as the Multicultural Committee, the 90th Anniversary Committee and the Sister Francis Cabrini Child Day Care Committee.

The JP/Misericordia Hospital partnership is consistent with the overall theme presented in the *Final Report of the Premier's Commission on Future Health Care for Albertans.* The commission recommends that publicly funded institutions such as schools, hospitals and post-secondary institutions should become role models on healthy environments and practices.

Overall, there have been a number of key accomplishments:

- increasing team spirit and opportunities to apply joint creative energies
- enhancing hospital/school/community relations
- increasing staff/student awareness of the role of the hospital and the school
- enhancing hospital services to the community
- enhancing school services to the community.

Since the inception of the partnership, both institutions have become increasingly enthusiastic about the program, and participation has grown every year. All parties are amazed and excited by what has been done in the past, what is being done currently and what can be done in the future. This partnership has become part of the culture of both institutions.

In the spring of 1991, the Misericordia Hospital merged with the Edmonton General and Grey Nuns hospitals. The alliance has sparked interest in the development of similar partnerships between these hospitals and schools in their respective areas.

In the 1990s, the partnership will be looking into the complex educational, social and health needs of the immediate community, particularly through the perspective of youth.

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# SYNCRUDE CANADA LTD. AND KEYANO COLLEGE, FORT MCMURRAY

## HIGHLIGHTS

- Effective Reading in Context (ERIC) is a pioneer program that extends literacy skills to those who "can already read".
- Work is underway to expand the scope of this program to include oral communication and numeracy skills.

## INTRODUCTION

In late 1987, discussions on literacy issues were initiated between Keyano College and Syncrude Canada Ltd. Syncrude identified a need for reading comprehension instruction tailored to the workplace and designed to meet the needs of mining supervisors. An Industrial Reading Test revealed that for some 30% of the supervisors tested, reading comprehension needed to become a part of their management skill development.

In 1988, Syncrude contracted with Keyano College to develop a program that would address the reading comprehension needs of company supervisors. Program development occurred over a nine-month period with Syncrude and Keyano sharing the responsibilities. Supervisors became a vital part of the development process, and were involved in all stages as consultants and partners. A pilot instruction period was offered on a volunteer basis to supervisors during the development phase. This step helped ensure that reading strategies were useful, and lesson materials were relevant.

Keyano College is a comprehensive community college serving northeastern Alberta. With a staff of over 350 and an annual enrollment of over 9000 students at three campuses, Keyano College offers a wide variety of academic and vocational programs.

Syncrude Canada Ltd. is the largest producer of synthetic crude oil in the world, currently supplying 13% of Canada's crude oil requirements. Located about 45 kilometres north of Fort McMurray, Syncrude is the largest private sector employer in Alberta. It employs approximately 4500 people and provides work for up to another 1000 contractors.

## GOALS AND OBJECTIVES

The fully developed program consists of four categories of instruction:

- analyzing text (extracting information)
- synthesizing text (relating ideas)
- generalizing text (abstracting a focus or theme)
- study habits (learning and retaining information).

Instruction through ERIC is offered to groups of six people at a time. Since the program is ongoing, it can serve any number of Syncrude employees over time. Before entering the reading comprehension part of the program, employees participate in a one-to-one, two-hour reading comprehension assessment interview with the instructor to determine the extent of literacy development required. Depending on the outcome of this assessment, candidates are referred to either a 28-hour or 40-hour program. Both programs contain the same information; the latter simply provides more opportunity to practise.

Both the 28-hour and 40-hour workshops are offered for half a day (8:00 a.m. to 12:00 noon) three days a week. The intervals between workshops provide participants with an opportunity to apply their learning on the job. They attend the program partly on personal time and partly on company time, depending on shift schedules.

Syncrude's objective was straightforward—to have a program that increases supervisors' reading comprehension, thus improving their potential to become effective managers.

The objective for Keyano College was equally clear—to design an innovative reading comprehension program using work-related materials that would be flexible enough to allow any number of employees with different reading level abilities to attend at different times, and on different shift schedules.

The college's objective was also to establish a partnership, via the program, that would unite education and industry in a mutual concern for members of the community.

## ACCOMPLISHMENTS AND ACTIVITIES

For Syncrude, the key success factors were the:

- increased ability of Syncrude mining supervisors, and then technicians and occupationals, to comprehend more complex written work instructions, safety information and accounting data
- learning that would lead to additional teaching modules on oral communication and numeracy
- recognized applicability to other industries, leading to a marketing program through Keyano College that would spread a greater understanding of workplace literacy, as well as recover costs associated with sponsoring the program.

For Keyano College, the key success factors were the:

- fulfillment of its mandate of offering relevant and dynamic education programs to the community of Fort McMurray
- innovative reading comprehension program that would use work-related materials and would be flexible enough to accommodate employees' schedules and varying abilities
- promotion of workplace literacy through the educational network.

The most innovative aspect of the ERIC program is that it takes a learner-centered approach to workplace literacy delivery. The program is also comprehensive. It contains assessment, reading and writing components as well as oral communications components—an additional feature that makes it special. It is also unique in that it is wholly employer-funded—Syncrude has provided all funding for development and instructional costs. Without this support and involvement, the college would be unable to offer such a program to community members.

By using actual work materials to enhance their comprehension and reading skills, participants in the program report marked improvement in their performance on the job. Many report that they deal more confidently and efficiently with the increasing paperwork they encounter daily, they are more effective decision makers, and they have been able to transfer their learning to their personal lives. ERIC has helped them deal with:

- internal and external communications
- decision making
- health and safety on the job
- getting value from other internal training.

The community has also been affected by the program. As a result of the positive response from Syncrude supervisors and administrators, other local industries and union groups have expressed interest in reading comprehension on the job, and in the ERIC program itself.

By meeting the challenge and objectives set out by Syncrude, Keyano College has been able to increase its reputation among other institutions. Syncrude representatives have been invited—the only company so asked—to participate in the design of a provincial conference on literacy in 1992. As well, Keyano College has received national recognition for this innovative literacy project. Perhaps equally important is the increased local awareness of the institution's other credit and non-credit programs.

## THE FUTURE

Success with the written communications module led to the development of a second module focused on oral communications. This module extends the participant's ability to speak and listen more effectively on the job. Units include speaking one-to-one, speaking on the telephone, listening for content and intent, awareness of non-verbal cues, speaking to groups, and listening effectively in a group situation.

The numeracy module is being developed. Like other ERIC components, the numeracy portion will address work-related situations in which financial/accounting skills are required.

The ERIC program's success is that it represents the kind of opportunities that can emerge from partnerships between industry and a community college—to the benefit of participants and the partners.

Locally, other firms have expressed interest in the program, and Syncrude has agreed to share it with them, as well as with companies and institutions across Alberta and Canada.

Keyano College holds official marketing rights to ERIC so that it may share the success of this program with other employers and community colleges.

Syncrude Canada Ltd. is excited about the product achieved by the partnership with Keyano College, and about the future role for programs of this sort within industry. Keyano College is proud to have hosted one of the first effective workplace literacy programs in Canada.

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# TWELVE BUSINESS PARTNERS AND GRANDE CACHE SCHOOL DISTRICT #5258, GRANDE CACHE

## HIGHLIGHTS

- Provincial winner in the 1991-92 National Awards for Excellence in Business Education, which are sponsored jointly by AGT and the Conference Board of Canada.
- Offers students a three-year program in eight related mechanics trades.
- Provides a journeyman-mentor for each student.
- Offers a unique educational opportunity in a rural school system.

## INTRODUCTION

Partners in the Experiential Learning and Instruction for Trades Entry (ELITE) program recognize this initiative to be a low-cost means of delivery that directly benefits students, assists the school board in providing quality education in a remote rural setting and allows the industry–business partner to provide direct input into that quality education.

## GOALS AND OBJECTIVES

The overall goal of the program is to give students a broad base of choices for entry to, and awareness of the career ladder in, mechanics-related trades. Procedural steps involve vocational counselling, program planning, in-school (shop/lab) training, and on-the-job training in generic skills encompassing a wide range of jobs in close cooperation with industrial partners in the Grande Cache district. The focus is on students who are not specifically motivated toward academic programs or who desire opportunities for entry into mechanics and service occupations. The program encompasses training, placement and evaluation.

Specific goals are to:

- improve student learning through appreciation of the work world and access to knowledge and expertise from tradespeople and professionals in industry and business
- improve teacher effectiveness through exposure to industry and business, and rejuvenated methods, processes and ideas as a result of working with tradespeople and professionals

- improve access to quality educational opportunities for the rural student through direct industry–business contact.

- enhance incentives for positive change through sharing, among administrators, teachers, tradespeople and professionals, alternative ways of preparing students for trades entry

- enhance use of technology in the learning process through use of that technology in industry and business

- improve understanding and support of education by tradespeople, professionals and entrepreneurs through assisting students and teachers.

Components of ELITE are reviewed annually by an evaluation team. Areas covered reported include efficiency of instruction, quality of curriculum, appropriateness of facility, employer–mentor satisfaction, supervision and student success on practical tests, projects and in the workplace.

Specific objectives for Year One are to:

- provide pre-employment and job-readiness skills to 25 ELITE students

- provide academic preparation to enable students to relate to industrial requirements and expectations

- expose students to on-site pre-employment orientation by industry.

For Year Two, specific objectives are to:

- provide on-site work experience of 250 hours with individual journeyman-mentors for 20 ELITE students

- provide continuing academic and skills preparation to enable students to develop marketable job-entry skills and capabilities

- enhance attitudes and work ethics to match industry requirements.

Specific objectives for Year Three are to:

- provide on-site work experience of 250 hours with individual journeyman-mentors for 15 ELITE students

- provide continuing academic and skills preparation to enable students to develop marketable job-entry skills and capabilities

- review attitudes, ethics and requirements for successful job entry.

In Year Four the specific objective is to:

- place 25 ELITE students into apprenticeship/trainee positions within or outside the community.

## ACCOMPLISHMENTS AND ACTIVITIES

### PARTNERSHIP AGREEMENT

Each partner in the program has signed an agreement to take a specific number of students for the last two years, and to place the student with a journeyman-mentor for training in concepts outlined in the second and third year of the curriculum.

Students primarily learn by hands-on experience at school and on site. A highly cooperative approach to learning is essential to the delivery; therefore, a volunteer program has been implemented to involve tradespeople from the community on a regular basis. Students work in pairs and the tiering instruction is aided by computer-assisted instruction, videotaped demonstrations and direct teacher instruction.

### JOB ENTRY

When students graduate, they will have a record of performance in the form of a profile map for each of their three years, plus a time log recording specific experiences with their journeyman-mentors. Upon job entry, students have a thorough record to present to their employers either for direct employment or for apprenticeship. It is expected that many students will be able to challenge their first-year apprenticeship examinations immediately or very soon into their employment.

### COSTS

Grande Cache has been able to completely equip and operate a program that offers training in eight vocational trades for about 50% of the capital and operating costs of traditional vocational education programs. This occurs because of the time–cost share-clustering of essential skills plus the unique instructional delivery concepts in the curriculum.

## ATTITUDES TOWARD LEARNING

Among the most supportive statements regarding positive change in the school is the passionately expressed letter from a parent of one of the program's first students. Portions of the letter are quoted below.

> Dear Mr. Beggs:
>
> When "Bill" was in kindergarten, he loved building things. When he was in Grade 1, he used to leave the classroom and wander back to kindergarten to build things. From Grade 1 on, it was a fight to keep his interest at school. He wasn't a good reader and soon lost interest in things he found difficult. Some of the teachers tried, but he was labelled as the kind of kid they always had trouble with.
>
> He was nothing but trouble for the teachers. Grade 9 was a repeat of all the other grades. It was suggested that he quit, but he didn't. He wanted to take correspondence as things had got so bad at school.
>
> Then there was talk of the ELITE program. We didn't know quite what it was at first, but slowly "Bill" and some of his friends realized what it was all about. "Bill" changed from an unhappy kid into one who knew at last there was something he could do and do well. The program hasn't changed "Bill" into a perfect "A" student, but at least now there is no talk of quitting school. Now "Bill" has a goal, a goal he will reach in a couple of years. Now there is enough positive feeling from the kids themselves, parents, teachers, and the businesses where the kids go to work to balance things out.
>
> I congratulate whoever had the foresight to get the ELITE program started and the teacher, Mr. Burgess, for all the hard work. Thank you for making the lives of these lucky kids so much richer. Now they have a good start for when they graduate and go off into the world. They can leave school with the knowledge that they can get a decent job. A lot of credit goes to the kids themselves, but a lot goes to you and all who are involved with the ELITE program. A kid should not be made to feel worthless just because he knows he will never become a doctor or lawyer. There is absolutely nothing wrong with being a welder, mechanic or plumber.
>
> Keep up the good work.
>
> A Parent[1]
>
> Postscript: Since this letter was written, "Bill" has 1500 hours of time credited toward his trade, and he has received his "Blue Book". He is doing very well.

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[1] Excerpts from correspondence with a parent who wishes to remain anonymous. Reproduced with permission.

The school, business partners and students all report positive changes as a result of their experiences.

Students have developed strong admiration for journeymen, their skills, their pride in workmanship and as their loyalty to their companies or customers. The journeymen are taking ownership of the program. A reciprocal admiration quickly developed toward the students for their enthusiasm, attitudes, raw skills and potential. The prestige of students in the high school, particularly of those students traditionally viewed as less capable and productive, has been magnified immeasurably. Similarly, student attitudes and behaviour in academic programs have been significantly improved.

Business partners obtain productive work from the students in the program. As well, morale and productivity of journeymen, in larger shops with highly routinized enterprises, have been enhanced. A number of students have also been offered apprenticeships either immediately (through the Registered Apprenticeship Program) or upon graduation. Smaller companies have also benefited from dependable extra help in peak times.

Major companies face a severe shortage of skilled workers and tradespeople. There is considerable potential to develop a pool from which to draw skilled workers and apprentices in the trades the companies require.

The community is recognizing that its school board and the business community have been able to establish a lighthouse program in Alberta for vocational education, particularly for the small rural school. Moreover, the immediate beneficiaries are their own children. All stakeholders benefit from more productive educational enterprises with accompanying improvement in student attitudes and motivation. As well, educational costs are substantially reduced in comparison to traditional vocational education delivery.

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# XEROX CANADA LTD. AND
# MEDICINE HAT HIGH SCHOOL, MEDICINE HAT

## HIGHLIGHTS

- Reality therapy for students in terms of work experiences and expectations.
- Everyone is becoming more focused on quality, leadership and decision making.

HIGHLIGHTS

## INTRODUCTION

This partnership developed from discussions surrounding the sale of equipment to the school. In the course of the dialogue that followed, it became clear the mutual interest went well beyond an immediate commercial transaction. The official signing took place in November 1991. Medicine Hat High School has an enrollment of 1500.

## GOALS AND OBJECTIVES

The overall goals of the partnership are to:

- create and sustain a direct, ongoing and mutually beneficial partnership in support of the educational, parent and community programs in the school
- share our time, energy and talents to provide additional resources, experiences and opportunities for the students
- include in the partnership the staffs, students, parents and other interested community people, and involve and communicate with all these groups
- participate in Medicine Hat School District #76 Partnership Program evaluation activities.

The specific objectives are to:

- establish a mentorship program
- provide resource people for presentations to Career and Life Management classes and Business Education classes
- provide resource people to work with student leadership
- provide professional development opportunities for staff.

## ACCOMPLISHMENTS AND ACTIVITIES

Major accomplishments and activities include:

- regular evaluations, even at committee meetings (e.g., a short "How did we do?" at the end of every meeting)
- the business influence is favourably affecting the decision-making process in the school (school perspective)
- Xerox resource people presenting sessions on job interviewing and resume preparation in Career and Life Management classes
- a Xerox employee is tutoring an under-achieving student
- the Vice-president, Xerox Canada, made a presentation to the Medicine Hat Chamber of Commerce on "School–Business Partnerships" (clear support from senior management)
- the Business Education 30 class is planning a field trip to Calgary to visit Xerox sales and service areas, the primary focus of which is to explore careers
- a Xerox technician is working with Science 24 students to develop an understanding of how a photocopier works
- Medicine Hat High School is supplying student artwork to be displayed in Xerox offices in Medicine Hat and Calgary
- Xerox sponsored a speaker at a provincial student leadership conference in Medicine Hat in May.

Overall, the feeling is that the partners are just scratching the surface of the potential for other activities.

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## NOVACOR CHEMICALS LTD. AND
## LINDSAY THURBER COMPREHENSIVE HIGH SCHOOL, RED DEER

### HIGHLIGHTS

- Encourages the development of a safety culture, where safety becomes a built-in frame of mind.
- Encourages establishment of a strong business-education culture throughout the community.

### INTRODUCTION

Discussions about a partnership began in mid-1991 and continued for nearly a year to the June 1992 official signing. The partners decided to proceed with a number of projects before the official agreement. This enabled both parties to get better acquainted and to experience some of the benefits and challenges before committing to the terms of a formal agreement. Lindsay Thurber has an enrollment of about 1700 students in Grades 10 to 12 with 100 teachers. Novacor Chemicals Ltd. employs about 680 persons in the region.

### GOALS AND OBJECTIVES

The overall goal of the partnership is to enable Novacor to become involved as an industry resource for educators in the Red Deer and Lacombe areas. Specific objectives are to:

- provide encouragement and information to students interested in technical careers and trades as well as professional careers in mathematics and sciences
- encourage more female students to consider non-traditional careers
- encourage open communications between Novacor and schools in the Red Deer and Lacombe areas.

## ACCOMPLISHMENTS AND ACTIVITIES

Three subcommittees are established and operating:

- In Trades. The commitment is to establish a safety culture, not just a list of safety rules, but the establishment of a way of thinking about safety. Specific activities undertaken include plant tours, accident simulation and response, and increasing awareness of hazardous wastes.
- In Business. Novacor Human Resources personnel provide coaching to students in resume writing and interview techniques, and hiring and training practices.
- In Science. This committee focuses on job shadowing of engineers in the company to increase awareness of opportunities in the engineering field. Opportunities for women in engineering are an important part of the activity.

As well, a number of potential activities have been identified:

- Company activities as a curriculum resource—linking learning with the real world:
    - Science—chemistry, physics, general science program
    - Career and Technology Studies (CTS)—industrial and vocational courses, development of cluster modules in the CTS program, and, in Business Education, management studies, computer courses, business functions
    - Social Studies—economics, environmental issues
    - Career and Life Management—assistance with career units.
- Sharing company career resources:
    - with the diversity of employment opportunities at Novacor, explore the education and training background of employees to identify routes available to students
    - link school to the world of work
    - examine expectations and attitudes of the workplace.
- Promoting science, trades and technology areas:
    - link curriculum to employment opportunities
    - identify strategies to promote science, trades and technology careers.
- Promoting non-traditional career paths.

- Work Experience Education:
  - assistance with the Registered Apprenticeship Program
  - work stations for work experience/study
  - job shadowing.
- Other:
  - team building and interpersonal relationships.

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## RED DEER TV AND FAIRVIEW SCHOOL, RED DEER

### HIGHLIGHTS

- Involves an elementary school.
- A new developing partnership—Red Deer's first.

HIGHLIGHTS

### INTRODUCTION

A member of the teaching staff had previous experience with partnerships elsewhere and took the initiative to bring the school and the company together for a get-acquainted meeting in the summer of 1991. The initial group was broadened in the fall of that year and led to an official signing ceremony in January 1992. Fairview School has 130 students in Grades 1 to 6, and 11 teachers. Red Deer TV (RDTV) has about 60 employees.

### OBJECTIVES/ GOALS

The overall goal of the partnership is to enrich the learning experiences of students in the school and the work environment of the business. Specific objectives are to:

- develop closer links to the community for the staff at RDTV and the school staff
- assist teachers with certain curriculum subjects (e.g., weather, the environment), and relate the curriculum to the real world
- give students a better appreciation of careers in television-related jobs.

### ACCOMPLISHMENTS AND ACTIVITIES

Listed on the following pages are planned or completed partnership activities at each of the grade levels at Fairview School. These activities are a result of discussions held between the staff of RDTV and that of Fairview School. An attempt has been made to provide activities that will benefit all parties involved in the partnership.

**Grade 1 Focus: Careers**

- Students tour RDTV to see what the types of jobs are at the station.
- Students generate questions to ask a person from RDTV about his or her job.
- Some suggested careers are:
  - announcers (weather, sports, news, agriculture, etc.),
  - talk show hosts
  - camera operators
  - secretaries
  - sales/advertising staff.
- Questions focus on what that person does on a day-to-day basis.
- Hands-on activities follow the question-and-answer period; e.g., draw the weather announcer:
  - write short sentences about what he or she does
  - make different types of clouds out of cotton batting.
- As a further activity, the Grade 1 class will make Christmas cards for the staff at RDTV.

**Grade 2 Focus: Careers**

- A similar format to that in Grade 1, using different resource people from RDTV.
- Students create a display for the RDTV front office.

**Grade 3 Focus: Television's Role in the Community**

- As part of a "buddy system" with senior citizens, Grades 3 and 6 students regularly visit Valley Park Manor.
- The object of this project is for Grade 3 students to report on the Valley Park Manor Project.
- As an initial activity and with the help of a reporter from RDTV, students make up interview questions to ask the senior citizens about the project.
- Television's role in the community is included as part of the above discussion.
- The finished product may be a written report, a video presentation or a story.

**Grade 4 Focus: Promotion of Fairview School**

- Students discuss with an RDTV staff member how to promote Fairview School.
- Students write a script for a promotional video.
- Students video such things as:
  - regular classes
  - intramurals
  - teachers and other staff
  - school—location, aesthetics
  - interviews with teachers, staff and students.
- A camera operator from RDTV will act as a consultant for some of these video sessions; e.g., how best to take the shots, sequencing, etc.

**Grade 5 Focus: Environmental Issues (e.g., Acid Rain)**

- Students speak with a member of the News Department about how information on environmental issues is gathered at RDTV.
- Students test the water at a local pond; e.g., MacKenzie Trail Recreation Area. A member of RDTV staff might enjoy coming along!
- Using this information and information from RDTV resources, students write a news article about their findings.
- As a follow-up activity, Grade 5 and 6 students prepare a social get-together for their RDTV buddies.

**Grade 6 Focus: Weather and Promotion of RDTV/Fairview School Partnership**

- As a part of the science curriculum, students interview a member of the Weather Department. Questions are prepared ahead of time.
- Working with the Advertising Department at RDTV, Fairview students prepare an advertising campaign. Promotional material will be displayed at RDTV, Fairview School and other suitable locations.

**Trainable Mentally Handicapped (TMH) Focus: Cooking Project**

- A guest from RDTV will be invited to help the students in this class with a cooking project; e.g., pizza.

Other activities planned throughout the year are:

- use of the school gymnasium and equipment for children's birthday parties by RDTV staff.
- use of facilities and equipment by RDTV personnel; e.g., cross-country skis, gymnasium, computers.
- RDTV/Fairview School Winter Sports Day at Bower Ponds.
- workshops/seminars for RDTV staff members; e.g., word processing.
- a short clip of the partnership program to be aired as part of RDTV's "Part of Your Life" advertising campaign.

Both partners are excited by the progress made to date. The fact that the school partner is an elementary school is working out very well.

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# CHAPTER FOUR
# OTHER INITIATIVES

## THE REGISTERED APPRENTICESHIP PROGRAM (RAP)[1]

The Registered Apprenticeship Program (RAP) is an initiative of the departments of Alberta Education and Alberta Career Development and Employment. The two departments, school boards and employers are implementing RAP in cooperating senior high schools across Alberta. This program promises to be an important new partnership.

RAP is a pilot project providing students with the opportunity to obtain a senior high school diploma while training as registered apprentices. Participating students are considered full-time senior high school students and registered apprentices under the Apprenticeship and Industry Training Act.

### WHY RAP?

Senior high school students graduate into a society that no longer provides a job waiting for them. In the past several years, young people's interest in pursuing careers in the trades has declined. Industry and business officials in Alberta and across Canada are concerned about a shortage of trades and technical people now, and predict that there will be a drastic shortage of skilled workers in the immediate future.

One reason for the declining interest in trades-related courses may be the change to two senior high school diplomas—the General High School Diploma and the Advanced High School Diploma. Two high school diplomas seemed to underscore the belief that professionally trained students were better than those trained in the technologies or clerical occupations, and that students receiving an Advanced High School Diploma had more status and a better chance in the work world than do those receiving a General High School Diploma.

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[1] Adapted from material prepared by Alberta Education and Alberta Career Development and Employment.

As well, the trades are tightly tied to the economy, and parents want their children to have job security. There is still some believe in the myth that careers in the professions or the business world will provide constant employment and monetary success even through economic recessions.

Whatever the reasons for the decline of interest in the trades, it is apparent that we must do something different to meet the needs of students and to meet the needs of society. Business and industry are very receptive to different approaches and the education system must be prepared to change in order to meet the needs of students and of society. One program that would assist some students is the apprenticeship program. If students were allowed to accumulate hours as indentured apprentices while in senior high school, this would be a strong motivating force for them to not only stay in school, but to pursue a career in a trades area.

## RAP BENEFITS STUDENTS

RAP makes apprenticeship more accessible and appealing to students while they are still in school. The program promotes a real world work experience. Students are interviewed, hired and paid apprentice wages. They receive the same supervision and instruction as regular apprentices. After graduation from high school, they become full-time apprentices, completing their training to journeyman certification.

Scheduling of school and work time is agreed to by the employer, the student and the school. Up to 60% of each school year could be spent meeting apprenticeship work experience requirements. Apprenticeship time could also be earned during school holidays.

## RAP BENEFITS EMPLOYERS

In a province where the average age of first-year apprentice is 27, RAP offers local industry access to a younger group of trainees. There are benefits to hiring from a younger pool of individuals. First, because their schedules are more flexible, younger trainees can access technical training more easily. Second, RAP allows employers in smaller communities to find quality employees who otherwise might leave to find jobs in the larger urban centres.

RAP also gives employers the opportunity to participate in the province's secondary education system and establish community partnerships for education and training. By participating in RAP, employers can play a major role in advancing the skill level of Alberta's work force.

## ELIGIBILITY

Students must meet the apprenticeship eligibility requirements for the trade they wish to enter. Employers must meet the training eligibility requirements for apprenticeship. RAP is focused on, but not restricted to, students in General and Advanced High School Diploma routes.

## COSTS

Employers are required to pay apprentice wages as specified in trade regulations. This means that RAP apprentices have to be as productive as regular apprentices. They also have the same responsibilities for supplying tools and work clothes as do regular apprentices.

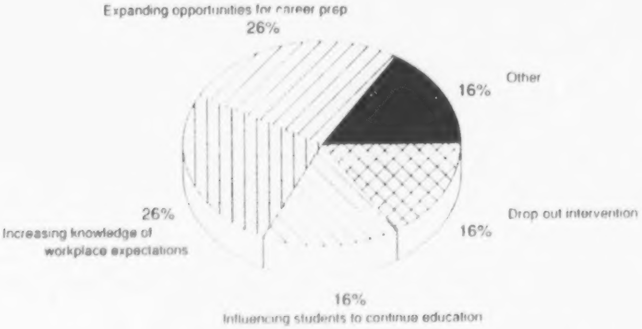
## MORE INFORMATION

More information on RAP can be obtained by contacting your nearest Alberta Career Development Centre.

## WORK EXPERIENCE EDUCATION

Work Experience Education provides an opportunity for students to apply, in the workplace, the knowledge, skills and attitudes they acquire through coursework. Work Experience Education is a partnership of student, school and employer, with the school and the community combining resources to provide opportunities for students to discover their career interests and aptitudes in meaningful work activities, situated in community-based work stations and sites. Work Experience Education includes work study and work experience.

Most Frequently Cited #1 Goals of School Work Experience Programs*



* Includes Work Experience, Integrated Occupational Program Registered Apprenticeship Program and Cooperative Education

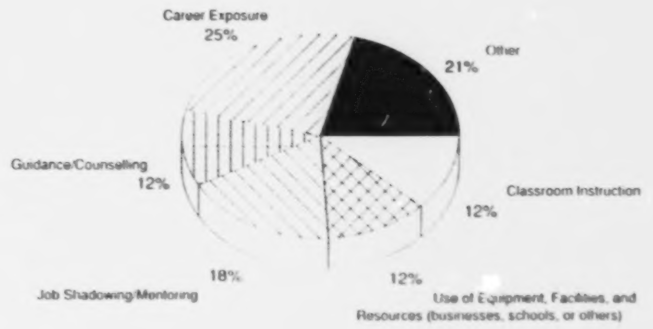
Source: Partnership Profile

Further information on the Work Experience Education programs is available in other sources. Some respondents to the Partnership Profile commented on the challenges and successes of their Work Experience programs. We have included some of these comments on the next few pages.

## COOPERATIVE EDUCATION

In Cooperative Education, students' courses are integrated formally with experience in the workplace offered by cooperative employer organizations. The terms "work experience" and "cooperative education" are often used interchangeably, but they are not the same.

Cooperative Education is a structured off-campus experience. Students are selected because they need, want and can profit from the integrated academic/work experience program. The course of studies includes knowledge, skills and attitudes expected by employers, competencies to the occupation and competencies specific to the particular job. Cooperative Education requires consistent supervision, frequent monitoring, scheduled conferences and regular evaluation. It correlates the off-campus experience with classroom instruction.



Most Frequently Cited Activities of School Work Experience Programs

Source: Partnership Profile

Partnerships are critically important in the Cooperative Education Program. Further information on the partnerships involved in Cooperative Education Program is available elsewhere. Some respondents to the Partnership Profile, however, described the challenges and successes they had experienced with Cooperative Education; some of these are listed on the next few pages.

## INTEGRATED OCCUPATIONAL PROGRAM (IOP)

The Integrated Occupational Program is available for students in Grades 8 through 12. It is designed for those students who learn best and achieve success through concrete learning experiences that can be provided by integrating academic skills in occupational contexts. Courses are available in the following occupational clusters at the senior high level:

- Agribusiness
- Business and Office Operations
- Construction and Fabrication
- Creative Arts
- Natural Resources
- Personal and Public Services
- Tourism and Hospitality
- Transportation.

Community partnerships are a vital component of IOP. Community partnerships are based on the belief that educators can enhance students' learning experiences by bringing the community into the school and by taking the students out into the community. Through community partnerships, students have a variety of exposures and experiences in the real life world of work.

## CHALLENGES

Following are comments from the Partnership Profile on challenges facing RAP, Work Experience, Coop Ed and IOP.

> *We hope to learn whether the apprenticeship board will recognize the number of hours the student has spent in the field (work experience).*
>
> *We are dealing with a student who has been extremely unsuccessful socially, emotionally and academically. It is a challenge to encourage the student to function effectively in the work environment.*
>
> *Challenges are various manifestations of specific learning disabled difficulties in employment situations. Transportation is also difficult, and students receive no wages.*

*Timetabling is a challenge. Some administrators and teachers have preconceived notions abut Coop Ed and we must persuade them that this type of learning is just as valuable as time spent in the classroom.*

*The biggest challenge in the program has been to convince parents that this is a good opportunity for students. Many parents hold negative views about the trade areas. In the future our district plans on providing better and more complete information to partners, students and employers abut the program, before placements are made.*

*Employers that participate in this program are enhancing the students' learning opportunities in a unique way. Sometimes this type of contribution, because it is less glamorous, is overlooked in general discussions concerning community partnerships. Employers and supervisors who take on students one-on-one must be as highly esteemed as companies that participate in other partnership arrangements.*

*Employers who agree to take on IOP students are taking on some of the most difficult, high risk students within the district. We work cooperatively with employers to try and improve student motivation, attendance and punctuality. Dealing with an unreliable student on a daily basis, however, can prove taxing even for the most dedicated employer or supervisor. The hope is that some of these students will grow from the experience and learn to become productive members of society.*

*The students are sometimes hesitant to approach the cooperating businesses when the teacher can't be with them. Not all students can be at their cooperating business at the same time, so the teachers must stay at the school while some go out. Student supervision becomes a problem. Good communication is a must.*

*Students have needed coaching frequently in order to meet the employer's or partner's standards for behaviour at times. The partner's knowledge of student needs and awareness has been a challenge—they have been two isolated groups until now!*

## SUCCESS

Respondents to the Partnership Profile reported on the success of these other initiatives.

*This partnership arrangement relies on the support of many dedicated employers. Their contribution is immense. Coop Ed calls for the integration of classroom studies with an off-campus placement. This means that employers follow a mini-curriculum. Some of our students have quite advanced placements, such as clinical positions, lab tech work and accounting placements.*

*Coop Ed registration has exceeded the initial expectation.*

*RAP is currently being piloted here. There is a great deal of interest in this program by students, and the school district plans to expand the program next year.*

*RAP students get a first-hand experience on what the job market is all about. It helps students obtain hours for apprenticeship training as well as offer extra credits for high school.*

*Students have had nothing but the highest praise for RAP. In RAP, students have had access to equipment and had experiences they never would have had in school.*

*For some of our students, the opportunity to do vocational high school courses at the Grade 11 and 12 level in community work sites has kept them in school and working towards their diplomas.*

*IOP involves students going to work sites one or two afternoons a week. The program has been greeted with enthusiasm by many employers. For most students it is a wonderful opportunity to get an initial positive experience in the workplace.*

*IOP students must be classified as high risk students. For many this is their last chance for success before leaving the school system. Many of these students have problems when they realize the expectations that exist in the work world, such as punctuality and regular attendance. Some students are unable to complete their stay in the work placement, but all of them leave knowing a little more about what it takes to be successful in the work world.*

*We have had guest speakers from the town in to speak at Student Personal Development Days. The town has opened all its areas for IOP job shadowing/mentoring.*

*Students have had the opportunity to get a taste of what work is all about. Before the program, many students had a glamorized notion of what it is to be out in the work world. Many students also experience a great deal of personal growth, including increased self-esteem.*

*Many students who have not experienced success in the classroom find success in the workplace.*

*We have an opportunity to expand the curriculum and have more ambassadors in the community without a great deal of onus on the business. Curriculum reinforcement, role models and hands-on experience are other benefits.*

## THE CALGARY EDUCATIONAL PARTNERSHIPS FOUNDATION

The Calgary Educational Partnerships Foundation is an independent, non-profit organization. It is an outgrowth of, but distinct from, the Calgary Board of Education's Partnerships in Education Program, which pairs individual businesses and schools based on a matching of interests and needs. The focus in these partnerships is on enhancing student learning through volunteer time and expertise. One aim of the foundation is to support the continued development of this important program.

The objectives of the foundation are:

- to enhance educational opportunities for Calgary public school students largely through focused business community support
- to increase active involvement of the business community in the public school system through the Partnerships in Education Program
- to provide funding of the operation of the partners program and to start innovative programs with Calgary's public school system
- to encourage dialogue between the business community and the public school system on matters of mutual concern
- to provide an organization through which the business community can supplement the educational resources of the Calgary public school system.

The foundation has developed four key initial project areas:

- at-risk students/stay in school
- teacher summer exchanges
- family initiatives
- a student future careers convention.

The Foundation Board is composed primarily of representatives from the corporate community. The president is Bob Steele, Executive Vice-president of Canadian Hunter Exploration Ltd.

**CONTACT PERSON**

Doug Clovechok
Executive Director
Calgary Educational Partnerships Foundation
#2000, 605 - 5 Avenue SW
Calgary, AB T2P 3H5
Telephone: 260-1712

# CANADA—ALBERTA PARTNERSHIP AGREEMENT ON BUSINESS AND COMMUNITY DEVELOPMENT

The Canada-Alberta Partnership Agreement on Business and Community Development was announced in October 1992. Its purpose is to encourage local economic development in a variety of ways. Although not specifically designed to promote business-education partnerships, some of its programs may be considered by partnerships for the economic betterment of the community.

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**CONTACT**

Canada-Alberta Business and Community Development
Program Office
6th Floor, Sterling Place
9940 - 106 Street
Edmonton, AB T5K 2P6
Telephone: 427-9372
Fax: 422-3086
Toll-free: 1-800-563-9372

## JUNIOR ACHIEVEMENT

Junior Achievement is a not-for-profit organization that provides economic education to young people. Its program delivery is based on practical, learn-by-doing approaches. Its aim is to increase understanding and appreciation for free enterprise and the entrepreneurial spirit.

Junior Achievement offers four programs for about 15,000 students in Alberta annually. In-school programs are Business Basics (for Grade 6), Project Business (for Grade 9), and Applied Economics (for Grades 11 and 12). The Company Program, in which students create their own businesses to market products or services, is an after-school program.

The success of these programs is based on the active involvement of members of the business community, who go into the classroom and deliver the programs or who act as business advisors for student ventures.

### CONTACT PERSON

Vicki Kranenberg
Manager, In-school Programming
Junior Achievement of Southern Alberta
739 - 10 Avenue SW
Calgary, AB T2R 0B3
Telephone: 263-2545
Fax: 261-6988

# CHAPTER FIVE
# FUTURE DIRECTIONS

As we look to the future, many observers expect that all stakeholders will face increasing and perhaps unprecedented challenges. For example, educators will face increasing demands to meet the reality of rapid change in our economic, social and cultural fabric. At the same time, they will be asked to meet these requirements with declining budgets. In the business world, competition may be even more intense than it is today, because of rapid change and more globalization of trade and investment. Challenges to students will be no less intense—finding a rewarding career, meeting the changing needs of employers and a lifetime of regular retraining.

Despite these challenges, it is encouraging to see the interest in mobilizing and focusing the interests of stakeholders in our communities. The formation of business-education partnerships is an important example of this taking place. We foresee many new, successful partnerships being formed to benefit the young people in our province. We see students benefiting by having a window into a future career, by learning specific, current information from experts in the field, and by seeing firsthand how the workplace operates and by becoming better informed on career issues.

Educators benefit by improving their knowledge and ability to assist students in their choice of career. Improved understanding of the "education perspective" will result in more teamwork and more constructive suggestions on improving education.

Businesses similarly benefit through the increased focusing of effort. They become more aware of the perspectives of educators and students. They improve the understanding of business needs within the educational sector. Local young people are encouraged to seek employment with local employers.

This inventory project—the first of its kind in Alberta—represents a sharing of experiences. We hope that this document will encourage "bridge building" throughout the province. We encourage you to get involved and to contact partners who may be of interest to you so that you share your views and experiences and build on your current successes.

## A NEW INITIATIVE

More can be done to build consensus and to mobilize and focus community resources. A new initiative undertaken by the participants listed below will target the students who do not proceed to post-secondary education directly from high school, improving school-to-work transitions, career counselling for young people, bridging the gap that too often exists between educators and others, and programs such as the Registered Apprenticeship Program (RAP) and Career and Technology Studies (CTS). Overall, the objective is to improve the quality of dialogue among and between stakeholders and to establish a sense of urgency.

Major activities include special presentations in the communities across Alberta, mobilizing the input and initiative of community stakeholders, interviews with members of the community and a number of workshops—including workshops with students. The major emphasis will be on creating meaningful, ongoing initiatives.

Participants in this initiative are:

- The Alberta Chamber of Resources
- The Construction Owners Association of Alberta
- Alberta Career Development and Employment
- Alberta Education
- The Alberta Teachers' Association
- The Alberta School Boards Association
- The Conference of Alberta School Superintendents.

We encourage you to get involved. Contact us or one of the people listed in this document for more information.

# APPENDIX A

# PARTNERSHIP PROFILE

ALBERTA CHAMBER OF RESOURCES

The Canadian Manufacturers' Association

CONSTRUCTION OWNERS ASSOCIATION OF ALBERTA

The Alberta Teachers' Association

Alberta
CAREER DEVELOPMENT AND EMPLOYMENT

Alberta
EDUCATION

# PARTNERSHIP PROFILE

## Purpose

There is evidence which suggests that some young people are experiencing difficulty making a successful transition from school to work. A recent study commissioned through the Alberta Chamber of Resources involving business, educators, government and others supports this claim. The key recommendation that emerged from the study was that businesses, educators, students and others community members must communicate more effectively in order to address collective challenges, such as those revolving around school to work issues.

It appears that partnerships between schools and communities are perhaps the best way to look at collective challenges and find mutually beneficial solutions. The sponsors of this profile share this belief and feel that more partnerships dealing with "school to work" issues are essential. To encourage and support strong, positive partnerships, this project will result in a report that:

- establishes an inventory of partnerships in Alberta,
- proposes guidelines for establishing and maintaining partnerships, and
- contains profiles of selected "lighthouse" partnerships.

## Definition of Partnerships

For the purposes of this profile, partnerships are defined as follows: **A partnership is a formal or informal agreement or understanding between educators, business and others for the purpose of helping students make a smooth transition to the workplace or to further study.** Examples of the types of partnerships that would fall under this definition are included in the profile.

This definition will include those partnerships where there is an agreement to undertake some activity (related to the above) over some period of time. The partnership need not be formal but there should be more than agreeing to "have coffee" after a "career days" discussion. The period of planned activity would normally be over one school year or more.

Finally, as information about work experience education programs (high school credits) is available from other sources, **you do not need to describe them under this profile.**

## Instructions for Completion of Profile

1. Please complete one profile for each partnership. Please photocopy this profile if you need more copies
2. Please answer all the questions.
3. Return the completed profile(s) to: Alberta Career Development and Employment, 9th Floor, City Centre Building, 10155 102 St., T5J 4L5 -- Attention: Lenora Forseth. Please return the profile(s) by April 15, 1992.
4. If you have any questions, please call 1-800-661-3753 (toll free) and ask for Lenora or Geri (in Edmonton, please call 422-4266).

Your cooperation in this matter is vital and greatly appreciated.

1. Please describe the partnership you are profiling. (Include the partnership "name" if applicable.)

______________________________________________

______________________________________________

2. Location of partnership (town, city, etc.) ______________________

3. Who are the partners*?

| Partners Involved | Organization and Contact Person | Address | Phone No. Fax No. | Organization's Key Activities |
|---|---|---|---|---|
| School Partner | | | | |
| Business Partner** | | | | |
| "Other" Partner | | | | |

* If there are more partners, please list them on a separate sheet.

** Under "Organization's Key Activities", please note what product/service the business provides and its number of employees.

PLEASE TURN OVER

4. Please rank up to 5 goals (1-5) of the partnership, with #1 being the most important goal.

| Goal | Rank |
|---|---|
| Enhancing career information for young people | ☐ |
| Enhancing the image of service industry | ☐ |
| Enhancing the image of careers in trades and technology | ☐ |
| Strengthening existing training and education programs | ☐ |
| Influencing students to continue education/training | ☐ |
| Improving language, math and science skills | ☐ |
| Expanding existing opportunities for career preparation | ☐ |
| Increasing knowledge of workplace expectations | ☐ |
| Promoting communication between school and business | ☐ |
| Drop-out intervention | ☐ |
| Influencing curriculum development | ☐ |
| Other (Please Specify)________________ | ☐ |

________________________________

________________________________

5. Please check the main activities of the partnership.

| Activity | |
|---|---|
| Classroom Instruction | ☐ |
| Career exposure | ☐ |
| Guidance/counselling | ☐ |
| Job shadowing/mentoring | ☐ |
| Tutoring | ☐ |
| Field trips | ☐ |
| Scholarships/awards, special recognition | ☐ |
| Teacher professional development | ☐ |
| Financial support for activities | ☐ |
| Computer-based instruction | ☐ |
| Use of equipment, facilities and resources (businesses, schools, or others) | ☐ |
| Other (Please Specify)________________ | ☐ |

________________________________

________________________________

6. How long has this partnership been in place? ________ Will this partnership continue next year? ________

7. How many students are involved in the partnership? Please fill in the appropriate box(es).

Elementary ☐ Junior High ☐ Senior High ☐ Post- Secondary ☐

8.* How successful has the partnership been (please check one)?

Very Successful ☐ Successful ☐ Don't Know ☐ Unsuccessful ☐

Please comment

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

9.* What kinds of challenges has the partnership faced?

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

10. How has this partnership benefitted:

a. the school partner? ________________________________________________

________________________________________________________________

________________________________________________________________

b. the business partner?

________________________________________________________________

________________________________________________________________

c. other partners? ________________________________________________

________________________________________________________________

________________________________________________________________

11. What critical advice would you offer to others that are thinking about starting a partnership?

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

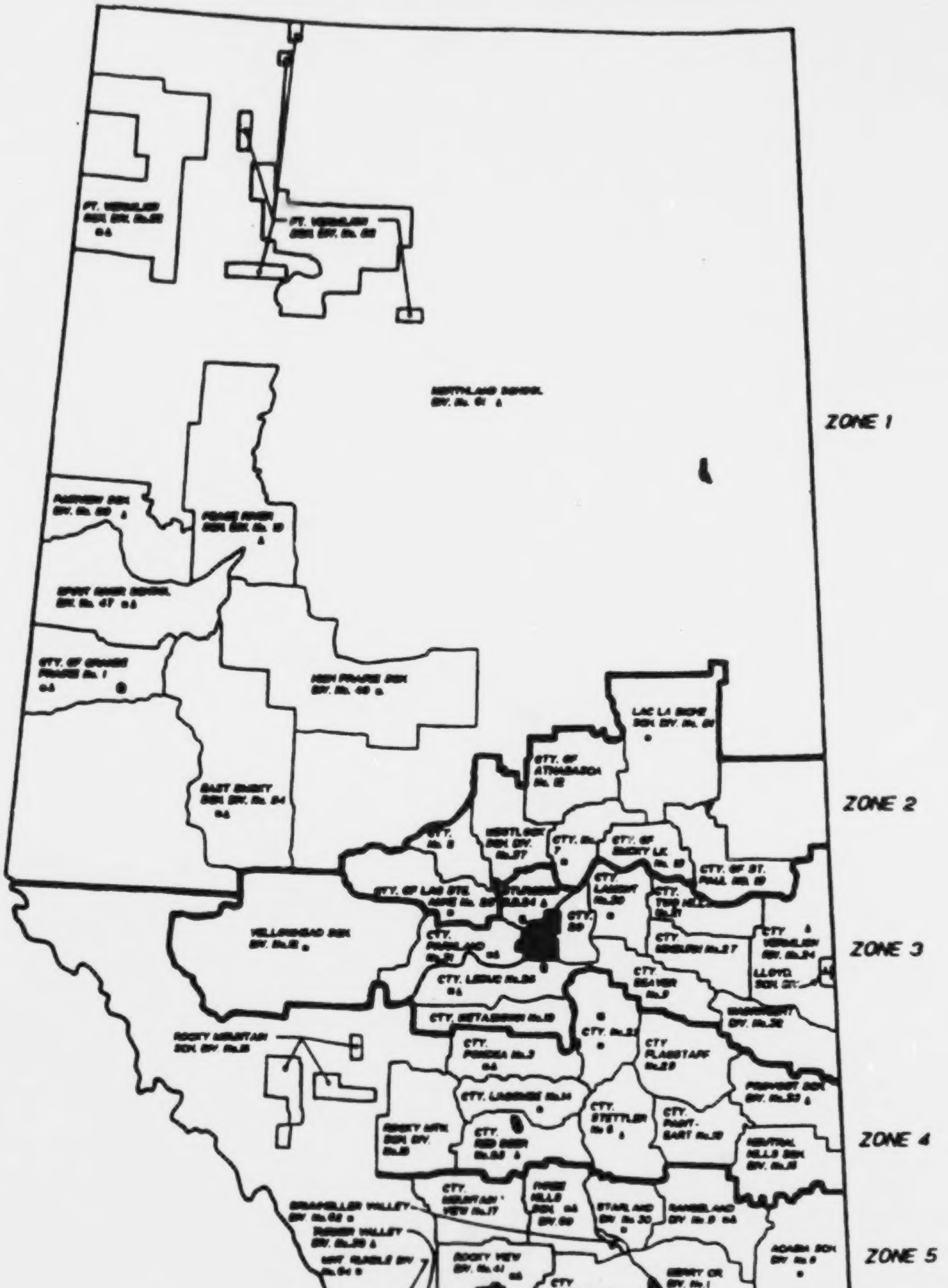
*Responses to questions 8 and 9 will be kept strictly confidential.

**Those returning this profile will receive a copy of the report**

**THANK YOU FOR YOUR ASSISTANCE.**

# APPENDIX B

# SCHOOL ZONES IN ALBERTA



## ZONE MAP OF ALBERTA

Showing

The Counties & Divisions
in the
Province of Alberta

BEST COPY AVAILABLE

# APPENDIX C

# INVENTORY OF PARTNERSHIPS IN ALBERTA

## BY SCHOOL ZONE*

Listings are arranged in the following format:

| | |
|---|---|
| Title | |
| Focus (if any) | |
| Main Goals | Main Activities |
| Contact Person | Contact Person |

## Zone 1

Adopt a School Program — Alberta Energy Company Ltd., and Beaverlodge Regional High School, Beaverlodge, AB

Increasing knowledge of workplace expectations
Enhancing career information for young people
Expanding existing opportunities for career preparation
Strengthening existing training and education programs
Influencing students to continue education/training

Classroom instruction
Teacher professional development
Financial support for activities
Use of equipment, facilities and resources

Beaverlodge Regional High School
Mr. M. Kufeldt
Bag 700
Beaverlodge, AB T0H 0C0
Telephone: 354-2189
Fax: 354-8440

Alberta Energy Company Ltd.
John Alden
#1200, 10707 - 100 Avenue
Edmonton, AB T5J 3M1
Telephone: 423-8333
Fax: 423-8388

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Adopt a School Program — Grimshaw Junior-Senior High School, Alberta Power and Occupational Health and Safety, Grimshaw, AB

Bringing industry and students together to stress the importance of safety in the workplace

Increasing knowledge of workplace expectations
Enhancing the image of careers in trades and technology
Enhancing career information for young people
Strengthening existing training and education programs

Classroom instruction
Career exposure
Job shadowing/mentoring
Field trips
Use of equipment, facilities and resources
Hope to help with purchase of equipment
Involved in speaker presentations

Grimshaw Junior-Senior High School
Lee Tipman
Grimshaw, AB T0H 1W0
Telephone: 332-4075

Occupational Health and Safety
David Doyle
10320 - 99 Street
Grande Prairie, AB T8V 6J4
Telephone: 538-5249

Alberta Power Limited
Larry Tutt
Bag Service 1100
Peace River, AB T0H 2X0
Telephone: 624-6700

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Adopt a School Program — Fairview High School and Nova Corp. of Alberta, Fairview, AB

Enhancing career information for young people
Influencing students to continue education/training
Enhancing the image of careers in trades and technology
Expanding existing opportunities for career preparation
Increasing knowledge of workplace expectations

Classroom instruction
Career exposure
Field trips

Fairview High School
Gord Ivey
Bag 2792
Fairview, AB T0H 1L0
Telephone: 835-5421
Fax: 835-3222

Nova Corp. of Alberta
Everd Hare
Box 1397
Fairview, AB T0H 1L0
Telephone: 835-4915
Fax: 835-5865

ELITE Program — Grande Cache School District #5258 and various businesses in Grande Cache, AB

Expanding existing opportunities for career preparation
Increasing knowledge of workplace expectations
Influencing curriculum development
Enhancing the image of careers in trades and technology
Drop-out intervention

Classroom instruction
Career exposure
Job shadowing/mentoring
Field trips
Scholarships/awards, special recognition
Use of equipment, facilities and resources
Work experience

Grande Cache School District No. 5258
D. Young
Box 591
Grande Cache, AB T0E 0Y0
Telephone: 827-3970

Various businesses in Grande Cache

---

Ecole Heritage and various businesses in Jean Cote, AB

Students help out in stores as part-time paid workers

Strengthening existing training and education programs
Enhancing career information for young people
Improving language, math and science skills
Increasing knowledge of workplace expectations
Drop-out intervention

Career exposure
Guidance/counselling
Job shadowing/mentoring
Use of equipment, facilities and resources

Ecole Heritage
Denise D'Auteuil
C.P. 30
Jean Cote, AB T0H 2E0
Telephone: 323-4370
Fax: 323-3770

Lacombe Electric
Real Lacombe
Fahler, AB T0H 1M0
Telephone: 837-2162

Lemire General Store
Jean Lemire
Jean Cote, AB T0H 2E0
Telephone: 323-4379

Fern's Greenhouse
Fern Turcotte
Jean Cote, AB T0H 2E0
Telephone: 837-2162

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Menno-Simons Community School and Cleardale Agricultural and Recreational Society, Cleardale, AB

Strengthening existing training and education programs
Influencing students to continue education/training
Expanding existing opportunities for career preparation
Promoting communication between school and business
Increasing knowledge of workplace expectations

Field trips
Scholarships/awards, special recognition
Teacher professional development
Financial support for activities
Use of equipment, facilities and resources

Menno-Simons Community School
Donna Ross
Box 19
Cleardale, AB T0H 3Y0
Telephone: 685-2340
Fax: 685-3665

Cleardale Agricultural and Recreational Society
Audrey Seabrook
Cleardale, AB T0H 3Y0
Telephone: 685-3939

Sexsmith Secondary School and Northern Lite Canola Crushing Ltd., Sexsmith, AB

Enhancing career information for young people
Strengthening existing training and education programs
Improving language, math and science skills
Increasing knowledge of workplace expectations
Promoting communication between school and business

Career exposure
Job shadowing/mentoring
Classroom support will be implemented in the future

Sexsmith Secondary School
Larry Norton
Bag 5000
Sexsmith, AB T0H 3C0
Telephone: 568-3642

Northern Lite Canola Crushing Ltd.
Bob Killam
Bag 2930
Sexsmith, AB T0H 3C0
Telephone: 568-3737

## Zone 2

Adopt a School Program — Grand Centre High School and Esso Resources Canada Ltd., Grand Centre, AB

Encouraging safe work habits and use of safety equipment at school, on the job and at home

Increasing knowledge of workplace expectations
Promoting communication between school and business
Enhancing the image of careers in trades and technology
Expanding existing opportunities for career preparation

Classroom instruction
Career exposure
Field trips
Financial support for activities

Grand Centre High School
R. Coates
Postal Bag 10
Grand Centre, AB T0A 1T0
Telephone: 594-3386
Fax: 594-7552

Esso Resources Canada Ltd.
S. Paradoski
Postal Bag 20
Grand Centre, AB T0A 1T0
Telephone: 594-1500
Fax: 594-4090

Assumption Junior-Senior High School and local engineers, Grand Centre, AB

Enhancing the image of careers in trades and technology
Influencing students to continue education/training
Enhancing career information for young people
Expanding existing opportunities for career preparation
Increasing knowledge of workplace expectations

Career exposure
Job shadowing/mentoring
Field trips
Scholarships/awards, special recognition

Assumption Junior-Senior High School
Keith Wilson
Postal Bag 50
Grand Centre, AB T0A 1T0
Telephone: 594-4050
Fax: 594-3585

Alberta Society of Engineering Technologists
Keith Wilson
Postal Bag 50
Grand Centre, AB T0A 1T0
Telephone: 639-5276

Association of Professional Engineers, Geologists and Geophysicists of Alberta
Rick Campbell
Postal Bag 50
Grand Centre, AB T0A 1T0
Telephone: 639-5151

Dr. Karl A. Clark Elementary School and Fort McMurray Regional Hospital, Fort McMurray, AB

Improving language, math and science skills
Strengthening existing training and education programs
Promoting communication between school and business
Drop-out intervention
Enhancing career information for young people

Career exposure
Job shadowing/mentoring
Field trips

Dr. Karl A. Clark Elementary School
Gary A. Kinnell
8453 Franklin Avenue
Fort McMurray, AB T9H 1Z7
Telephone: 743-2444
Fax: 743-2655

Fort McMurray Regional Hospital
Jacquie Kellington
7 Hospital Street
Fort McMurray, AB T9H 1P2
Telephone: 791-6161

### Ecole Birchwood School and Canada Safeway, Fort McMurray, AB

- Improving language, math and science skills
- Enhancing the image of service industry
- Enhancing career information for young people
- Increasing knowledge of workplace expectations
- Enhancing the image of careers in trades and technology

- Career exposure
- Field trips
- Use of equipment, facilities and resources

Ecole Birchwood School
Darryl Craig
190 Tamarack Way
Fort McMurray, AB T9K 1A1
Telephone: 743-0130
Fax: 791-1276

Canada Safeway
Rod Goplin
131 Signal Road
Fort McMurray, AB T9H 4G6
Telephone: 791-3994

### Father Beauregard Educational Community Centre and Fabled Table Buffet, Fort McMurray, AB

- Influencing students to continue education/training
- Promoting communication between school and business
- Increasing knowledge of workplace expectations
- Enhancing the image of service industry
- Improving language, math and science skills

- Classroom instruction
- Career exposure
- Job shadowing/mentoring
- Field trips
- Scholarships/awards, special recognition

Father Beauregard Educational Community Centre
Karen Saunders
255 Athabasca Avenue
Fort McMurray, AB T9J 1G7
Telephone: 791-0990

Fabled Table Buffet
Bruce Willis
10202 MacDonald Avenue
Fort McMurray, AB T9H 1T4
Telephone: 790-9333

### Native Training Program, Fort McMurray, AB

Academic upgrading component (GED) and an industrial training component

- Expanding existing opportunities for career preparation
- Increasing knowledge of workplace expectations
- Influencing students to continue education/training
- Strengthening existing training and education programs

- Classroom instruction
- Job shadowing/mentoring
- Use of equipment, facilities and resources

Keyano College
Mrs. J. McIntyre
8115 Franklin Avenue
Fort McMurray, AB T9H 2H7
Telephone: 791-4800

Suncor Inc. Oil Sands Group
D. Irvine or J. Welsh
P.O. Box 4001
Fort McMurray, AB T9H 3L3
Telephone: 743-6531

### Notre Dame Senior High School and Imperial Oil Resources, Bonnyville, AB

- Enhancing career information for young people
- Expanding existing opportunities for career preparation
- Drop-out intervention
- Increasing knowledge of workplace expectations
- Influencing students to continue education/training

- Career exposure
- Job shadowing/mentoring
- Financial support for activities

Notre Dame Senior High School
Vic Robert
5006 - 49 Avenue
Bonnyville, AB T9N 2G3
Telephone: 826-3930
Fax: 826-1934

Imperial Oil Resources
Janet Stevens
4807 - 51 Street
Grand Centre, AB T0A 1T3
Telephone: 594-1500

Notre Dame Senior High School and various businesses in Bonnyville, AB

Expanding existing opportunities for career preparation
Increasing knowledge of workplace expectations
Influencing students to continue education/training
Strengthening existing training and education programs
Enhancing career information for young people

Career exposure
Guidance/counselling
Job shadowing/mentoring

Notre Dame Senior High School
Al Robert
5006 - 49 Avenue
Bonnyville, AB T9N 2G3
Telephone: 890-3930
Fax: 826-1934

Various businesses in Bonnyville

Project Start — Job Shadowing and Work Study, Vilna School and various businesses in Vilna, AB

Drop-out intervention
Influencing students to continue education/training
Increasing knowledge of workplace expectations
Enhancing career information for young people
Promoting communication between school and business

Classroom instruction
Career exposure
Guidance/counselling
Job shadowing/mentoring

Vilna School
Nancy M. Murphy
Box 190
Vilna, AB T0A 3L0
Telephone: 636-3651
Fax: 636-3502

Various businesses in Vilna

Project Start — Student for a Day — Vilna School and Lac La Biche AVC, Vilna, AB

Drop-out intervention
Influencing students to continue education/training
Increasing knowledge of workplace expectations
Expanding existing opportunities for career preparation
Enhancing the image of careers in trades and technology

Classroom instruction
Career exposure
Field trips
Participation in training program

Vilna School
Nancy M. Murphy
Box 190
Vilna, AB T0A 3L0
Telephone: 636-3651
Fax: 636-3502

Lac La Biche Alberta Vocational College
Glen Inshco
9531 - 94 Avenue
Lac La Biche, AB T0A 2C0
Telephone: 623-5628

St. John's Junior High School and Canada Safeway, Fort McMurray, AB

Promoting communication between school and business
Enhancing the image of service industry
Strengthening existing training and education programs
Influencing curriculum development

Classroom instruction
Job shadowing/mentoring
Use of equipment, facilities and resources

St. John's Junior High School
Mike Chaisson
9 Haineault Street
Fort McMurray, AB T9H 1R8
Telephone: 743-2477

Canada Safeway
Peter Pond Shopping Mall
9825 Harding Street
Fort McMurray, AB T9H 4G9
Telephone: 743-4670

Syncrude Canada Ltd. and Keyano College, Fort McMurray, AB

Developing a new literacy program called Effective Reading in Context (ERIC)

Increasing workplace literacy

Keyano College
Nancy Steel
Clearwater Campus
8115 Franklin Avenue
Fort McMurray, AB T9H 2H7
Telephone 791-4899

Syncrude Canada Ltd.
Lloyd Campbell
P.O. Bag 4023, M.D. 7085
Fort McMurray, AB T9K 1S3
Telephone: 790-6579

Westwood Community High School and Syncrude Canada Ltd., Fort McMurray, AB

Enhancing learning opportunities for students

Classroom instruction
Career exposure
Job shadowing/mentoring
Field trips
Teacher professional development
Computer-based instruction
Use of equipment, facilities and resources

Westwood Community High School
Jim Henderson
221 Tundra Drive
Fort McMurray, AB T9H 4Z7
Telephone: 743-9663

Syncrude Canada Ltd.
Merle Rudiak
P.O. Bag 4023, M.D. 1000
Fort McMurray, AB T9H 3H5
Telephone: 790-6404
Fax: 790-6526

## Zone 3

### AGT and Victoria Composite High School, Edmonton, AB

Enhancing career information for young people
Increasing knowledge of workplace expectations
Strengthening existing training and education programs
Promoting communication between school and business
Influencing students to continue education/training

Career exposure
Job shadowing/mentoring
Field trips
Scholarships/awards, special recognition
Computer-based instruction
Use of equipment, facilities and resources

Victoria Composite High School
Shirley McNeill
10210 - 108 Avenue
Edmonton, AB T5H 1A8
Telephone: 426-3010
Fax: 425-4626

AGT
Lynn Ratsoy
26th Floor, 10020 - 100 Street
Edmonton, AB T5J 0N5
Telephone: 493-4787
Fax: 493-3006

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### Archbishop O'Leary Catholic High School and Edmonton Northlands, Edmonton, AB

Promoting communication between school and business
Increasing knowledge of workplace expectations
Enhancing career information for young people
Strengthening existing training and education programs
Influencing students to continue education/training

Classroom instruction
Career exposure
Guidance/counselling
Job shadowing/mentoring
Tutoring
Field trips
Scholarships/awards, special recognition
Teacher professional development
Financial support for activities
Computer-based instruction
Use of equipment, facilities and resources

Archbishop O'Leary Catholic High School
Leo Normandeau
8760 - 132 Avenue
Edmonton, AB T5E 0X8
Telephone: 476-6251
Fax: 472-2579

Edmonton Northlands
Lorraine Eggen
Box 1480
Edmonton, AB T5J 2N5
Telephone: 471-7251
Fax: 477-9536

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### Bannerman Elementary School, Grant MacEwan Community College and University of Alberta, Edmonton, AB

Expanding existing opportunities for career preparation
Increasing knowledge of workplace expectations
Enhancing career information for young people
Enhancing the image of service industry
Influencing students to continue education/training

Tutoring
Use of equipment, facilities and resources

Bannerman Elementary School
Jacky Polowy
14112 - 23 Street
Edmonton, AB T5Y 2B9
Telephone: 478-7706

Grant McEwan Child Care Worker Program
Kingsley Payne
Millwoods Campus
7319 - 29 Avenue
Edmonton, AB T6K 2P1
Telephone: 462-5644

Cooperative Education Program — Faculty of Engineering, University of Alberta, and Alberta Power Ltd., Edmonton, AB

Strengthening existing training and education programs
Increasing knowledge of workplace expectations
Promoting communication between school and business
Enhancing the image of careers in trades and technology
Expanding existing opportunities for career preparation

Career exposure
Job shadowing/mentoring

University of Alberta
Chris Eros
#502 Students Union Building
Edmonton, AB T6G 2J7
Telephone: 492-5152
Fax: 492-2732

Alberta Power Ltd.
Wally Rozenhart
P.O. Box 2426
Edmonton, AB T5J 2V6
Telephone: 420-7476
Fax: 420-3847

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County of Strathcona #20 and Sherritt-Gordon (under umbrella of Fort Saskatchewan Regional Industrial Association), Sherwood Park, AB

Sherrit-Gordon makes presentations on loonie production

Strengthening existing training and education programs
Improving language, math and science skills
Increasing knowledge of workplace expectations
Promoting communication between school and business
Enhancing career information for young people

Classroom instruction
Career exposure
Field trips

County of Strathcona #20
George Glasier
2001 Sherwood Drive
Sherwood Park, AB T8A 3W7
Telephone: 464-8244
Fax: 464-8050

Fort Saskatchewan Regional Industrial Assoc.
Rick Jensen
Canadian Oxy Industrial Chemicals
Bruderheim Resource Road
Bruderheim, AB T0B 0S0
Telephone: 796-2333
Fax: 796-3838

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County of Strathcona #20 and Fort Saskatchewan Regional Industrial Association, Sherwood Park, AB

Focusing on community awareness and emergency response

County of Strathcona #20
George Glasier
2001 Sherwood Drive
Sherwood Park, AB T8A 3W7
Telephone: 464-8244
Fax: 464-8050

Strathcona Industrial Association
Jim Lepp
10166 - 112 Street
Edmonton, AB T5K 2G6
Telephone: 429-2237
Fax: 420-0620

Dow Chemical Canada Inc., Ducks Unlimited and school jurisdictions in Alberta, Edmonton and area

Expanding students' understanding of the importance of wetland conservation and Dow's commitment to this conservation

Strengthening existing training and education programs
Improving language, math and science skills
Promoting communication between school and business

Classroom instruction
Field trips
Teacher professional development
Use of equipment, facilities and resources

All jurisdictions in Alberta are affected, but most are in Edmonton and area

Ducks Unlimited
Brian Wilke
#302, 10335 - 172 Street
Edmonton, AB T5S 1K9
Telephone: 481-2654
Fax: 489-1856

Dow Chemical Canada Inc.
Tanya Lebans
P.O. Bag 16
Highway 15
Fort Saskatchewan, AB T8A 3K7
Telephone: 998-8933
Fax: 998-8350

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Duggan Elementary School and Golden Gate Lions Club, Edmonton, AB

To establish and nurture a mutually beneficial partnership between the Golden Gate Lions Club and Duggan Elementary School

Job shadowing/mentoring
Financial support for activities

Duggan Elementary School
Bob Fletcher
10616 - 36A Avenue
Edmonton, AB T6J 0C9
Telephone: 434-0319
Fax: 434-3731

Golden Gate Lions Club
Martin Sawdon
3836 - 108 Street
Edmonton, AB T6J 1B8
Telephone: 438-7086

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Ecole Holy Cross School and Grant MacEwan Community College, Edmonton, AB

Influencing students to continue education/training
Expanding existing opportunities for career preparation
Increasing knowledge of workplace expectations
Promoting communication between school and business
Enhancing career information for young people

Classroom instruction
Career exposure
Field trips
Teacher professional development
Financial support for activities
Use of equipment, facilities and resources

Ecole Holy Cross School
Paul Croteau
15120 - 104 Avenue
Edmonton, AB T5P 0R5
Telephone: 489-1981

Grant MacEwan Community College
Karen MacKinnon
10030 - 107 Street
Edmonton, AB T5J 1J1
Telephone: 441-6000

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Edmonton AVC and Canadian Steel Trade and Employment Congress (CSTEC), Edmonton, AB

Retraining for laid-off workers

Improving language, math and science skills
Expanding existing opportunities for career preparation
Influencing students to continue education/training

Classroom instruction
Guidance/counselling
Use of equipment, facilities and resources

Edmonton Alberta Vocational College
Irene Lewis
10215 - 108 Street
Edmonton, AB T5J 1L6
Telephone: 427-2741
Fax: 427-0460

Canadian Steel Trade and Employment Congress (CSTEC)
Frank Bell
8th Floor, 234 Eglinton Avenue East
Toronto, ON M4P 1K7
Telephone: (416) 480-1797

English in the Workplace – Edmonton AVC and various businesses in Edmonton, AB

Improving language, math and science skills
Increasing knowledge of workplace expectations
Influencing students to continue education/training

Classroom instruction
Use of equipment, facilities and resources

Edmonton Alberta Vocational College
Irene Lewis
10215 – 108 Street
Edmonton, AB T5J 1L6
Telephone: 427-2741
Fax: 427-0460

Study Buddy Program – University of Alberta
Fran Wolver
Family and Social Services

Bannerman Elementary School
Jacky Polowy
14112 – 23 Street
Edmonton, AB T5Y 2B9
Telephone: 478-7706

Various businesses in Edmonton

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Grant MacEwan Community College and Lucas Bishop Bowker & White Barristers and Solicitors, Edmonton, AB

Increasing knowledge of workplace expectations
Influencing curriculum development
Strengthening existing training and education programs
Promoting communication between school and business
Providing a source for future employees

Career exposure
Tutoring
Field trips
Use of equipment, facilities and resources

Grant MacEwan Community College
Barb Martin
10030 – 107 Street
Edmonton, AB T5J 1J1
Telephone: 441-4600

Lucas Bishop Bowker & White Barristers and Solicitors
#1201 Esso Tower
10060 Jasper Avenue
Edmonton, AB T5J 4E5
Telephone: 426-5330
Fax: 428-1066

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Holy Trinity Catholic Community High School and Grey Nuns Hospital, Edmonton, AB

Enhancing career information for young people
Expanding existing opportunities for career preparation
Increasing knowledge of workplace expectations
Enhancing the image of careers in trades and technology
Enhancing the image of service industry

Career exposure
Job shadowing/mentoring
Field trips
Teacher professional development
Students' volunteering of time and energy to the hospital

Holy Trinity Catholic Community High School
R. Grattan
7007 – 28 Avenue
Edmonton, AB T6K 4A5
Telephone: 462-5777
Fax: 462-5820

Grey Nuns Hospital
J. Boucher
1100 Youville Drive W
Edmonton, AB T6L 5X8
Telephone: 450-7000

### Jasper Place Composite High School and Misericordia Hospital, Edmonton, AB

Enhancing career information for young people
Enhancing the image of careers in trades and technology
Influencing students to continue education/training
Expanding existing opportunities for career preparation
Promoting communication between school and business

Career exposure
Guidance/counselling
Job shadowing/mentoring
Tutoring
Field trips
Scholarships/awards, special recognition
Teacher professional development
Financial support for activities
Use of equipment, facilities and resources

Jasper Place Composite High School
Shirley Stiles
8950 – 163 Street
Edmonton, AB T5R 2P2
Telephone: 484-5581
Fax: 486-1984

Misericordia Hospital
Jack Middleton
16940 – 87 Avenue
Edmonton, AB T5R 4H5
Telephone: 484-8811
Fax: 486-8774

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### Jasper Place Composite High School and West Edmonton Mall, Edmonton, AB

Influencing students to continue education/training
Drop-out intervention
Enhancing career information for young people
Increasing knowledge of workplace expectations
Enhancing the image of service industry

Career exposure
Guidance/counselling
Tutoring
Computer-based instruction

Jasper Place Composite High School
Cindy Skelton
8950 – 163 Street
Edmonton, AB T5R 2P2
Telephone: 484-5581
Fax: 486-1984

West Edmonton Mall
Cindy Wasylyshyn
8770 – 170 Street
Edmonton, AB T5T 4J2
Telephone: 444-5200

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### Job Effectiveness Training — Edmonton AVC and AltaSteel Ltd., Edmonton, AB

Improving language, math and science skills
Increasing knowledge of workplace expectations
Influencing students to continue education/training

Classroom instruction
Field trips
Use of equipment, facilities and resources

Edmonton Alberta Vocational College
Irene Lewis
10215 – 108 Street
Edmonton, AB T5J 1L6
Telephone: 427-2741
Fax: 427-0460

AltaSteel Ltd.
Al Shipton
P.O. Box 2348
Edmonton, AB T5J 2R3
Telephone: 468-1133

### Junior Achievement, AltaSteel Ltd., and County of Strathcona #20, Sherwood Park, AB

Strengthening existing training and education programs
Influencing students to continue education/training
Increasing knowledge of workplace expectations
Enhancing career information for young people
Expanding existing opportunities for career preparation

Guidance/counselling
Tutoring
Scholarships/awards, special recognition
Use of equipment, facilities and resources

County of Strathcona #20
George Glasier
2001 Sherwood Drive
Sherwood Park, AB T8A 3W7
Telephone: 464-8244

AltaSteel Ltd.
Al Shipton
P.O. Box 2348
Edmonton, AB T5J 2R3
Telephone: 468-1133

Junior Achievement
Justin Dahlen
#22, 10210 - 117 Street
Edmonton, AB T5K 1X6
Telephone: 482-7521

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### Katherine Therrien School and Canada Safeway, Edmonton, AB

Promoting communication between school and business
Influencing curriculum development
Increasing knowledge of workplace expectations
Improving language, math and science skills
Enhancing the image of service industry

Field trips
Use of equipment, facilities and resources

Katherine Therrien School
Cathy Garvey
15040 - 118 Street
Edmonton, AB T5X 1Y7
Telephone: 456-0175

Canada Safeway
Helga Nicolson
Beaumaris Mall
15333 Castledowns Road
Edmonton, AB T5X 3Y7
Telephone: 456-6011

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### Leduc Senior High School and Leduc Christian Academy, Leduc, AB

Helping students make the transition from a small independent private school to a large public school

Leduc Christian Academy
Linda Rowbottom
4310 Blackgold Drive
Leduc, AB T9E 6K7
Telephone: 986-9999

Leduc Senior High School
Dennis Jamieson
4308 - 50 Street
Leduc, AB T9E 4N9
Telephone: 986-2248

M.E. LaZerte Composite High School and PCL Constructors Inc., Edmonton, AB

Promoting communication between school and business
Enhancing career information for young people
Enhancing the image of careers in trades and technology
Drop-out intervention
Increasing knowledge of workplace expectations

Guidance/counselling

M.E. LaZerte Composite High School
Dennis Johnston
6804 - 144 Avenue
Edmonton, AB T5C 3C7
Telephone: 476-8611
Fax: 472-0058

PCL Constructors Inc.
Eslin Eling
5410 - 99 Street
Edmonton, AB T6E 3P4
Telephone: 435-9711
Fax: 436-2247

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Mary Butterworth School and Apple Canada Inc., Edmonton, AB

Improving language, math and science skills
Increasing knowledge of workplace expectations
Enhancing the image of careers in trades and technology
Strengthening existing training and education programs
Expanding existing opportunities for career preparation

Classroom instruction
Teacher professional development
Financial support for activities
Computer-based instruction
Use of equipment, facilities and resources

Mary Butterworth School
Jackie Hobal
4716 - 115 Street
Edmonton, AB T6H 3N8
Telephone: 434-1362
Fax: 438-5711

Apple Canada Inc.
Michael Ede
7495 Birchmount Road
Markham, ON L3R 5G2
Telephone: (416) 513-5587
Fax: (416) 513-5872

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McNally Composite High School and Ed Tel, Edmonton, AB (in progress)

Expanding existing opportunities for career preparation
Enhancing career information for young people
Promoting communication between school and business
Increasing knowledge of workplace expectations
Strengthening existing training and education programs

Career exposure
Job shadowing/mentoring
Computer-based instruction
Use of equipment, facilities and resources

McNally Composite High School
Mervin G. Lutes
8440 - 105 Avenue
Edmonton, AB T6A 1B6
Telephone: 469-0442

Ed Tel
Larry Len
#44 Capital Boulevard
10044 - 108 Street
Edmonton, AB T5J 3S7
Telephone: 441-2124
Fax: 423-0921

Northern Alberta Institute of Technology and AltaSteel Ltd., Edmonton, AB

Guest lecturing

Strengthening existing training and education programs
Influencing students to continue education/training
Increasing knowledge of workplace expectations
Promoting communication between school and business
Influencing curriculum development

Classroom instruction

Northern Alberta Institute of Technology
11762 – 106 Street
Edmonton, AB T5G 2H1
Telephone: 471-7400

AltaSteel Ltd.
Al Shipton
P.O. Box 2348
Edmonton, AB T5J 2R3
Telephone: 468-1133

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Northeast Rotary Club and York Elementary School, Edmonton, AB

Improving language, math and science skills
Promoting communication between school and business
Influencing students to continue education/training
Enhancing the image of careers in trades and technology
Enhancing the image of service industry

Classroom instruction
Career exposure
Tutoring
Writing skills

York Elementary School
Brenda Tyson
13915 – 61 Street
Edmonton, AB T9H 3C1
Telephone: 476-6336

Northeast Rotary Club
Bill Saurette
℅ Forum Inn
11845 – 73 Street
Edmonton, AB T5B 4R4
Telephone: 475-6819

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Partners in Education — Three school jurisdictions and Dow Chemical Canada Ltd., Fort Saskatchewan, AB

Making curriculum-focused presentations at the junior high level

Strengthening existing training and education programs
Improving language, math and science skills
Promoting communication between school and business
Enhancing the image of careers in trades and technology
Enhancing career information for young people

Classroom instruction
Career exposure
Job shadowing/mentoring
Field trips
Teacher professional development
Financial support for activities

County of Strathcona #20 and two other jurisdictions
Edna Dach
2001 Sherwood Drive
Sherwood Park, AB T8A 3W7
Telephone: 464-8231
Fax: 464-8050

Dow Chemical Canada Ltd.
Tanya Lebans
P.O. Bag 16
Highway 15
Fort Saskatchewan, AB T8L 2P4
Telephone: 998-8933
Fax: 998-8350

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### Queen Elizabeth School and 54 businesses in Wetaskiwin, AB

Influencing students to continue education/training
Drop-out intervention
Enhancing career information for young people
Increasing knowledge of workplace expectations
Promoting communication between school and business

Classroom instruction
Career exposure
Guidance/counselling
Use of equipment, facilities and resources

Queen Elizabeth School
Jack Malloy
4703 – 52 Street
Wetaskiwin, AB T9A 0K3
Telephone: 352-2281

54 businesses in the Wetaskiwin area

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### St. Justin School and McDonald's Restaurants of Canada Limited, Edmonton, AB

Enhancing the image of service industry
Increasing knowledge of workplace expectations
Promoting communication between school and business
Influencing students to continue education/training
Enhancing the image of careers in trades and technology

Field trips
Scholarships/awards, special recognition
Financial support for activities
Use of equipment, facilities and resources

St. Justin School
Gilles Desmarais
8405 – 175 Street
Edmonton, AB T5T 0G9
Telephone: 487-2264

McDonald's Restaurants of Canada Limited
Kerry Rose
16725 Stony Plain Road
Edmonton, AB T5P 4A6
Telephone: 483-1004

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### Salisbury Composite High School and Esso Strathcona Refinery, Sherwood Park, AB

Strengthening existing training and education programs
Expanding existing opportunities for career preparation
Promoting communication between school and business
Enhancing career information for young people
Increasing knowledge of workplace expectations

Career exposure
Field trips
Scholarships/awards, special recognition
Financial support for activities
Use of equipment, facilities and resources

Salisbury Composite High School
Kerry Teske
Sherwood Drive and Brentwood Boulevard
Sherwood Park, AB T8A 4Y1
Telephone: 467-8816
Fax: 467-4555

Esso Strathcona Refinery
John Critchley
100 Highway 16A East
Edmonton, AB T5J 2M1
Telephone: 449-8680

### School and Community Business Advisory Committee, Drayton Valley, AB

Increasing knowledge of workplace expectations
Promoting communication between school and business
Expanding existing opportunities for career preparation
Enhancing career information for young people
Strengthening existing training and education programs

Classroom instruction
Career exposure
Job shadowing/mentoring
Teacher professional development
Use of equipment, facilities and resources

Community representation

Twin Rivers School Division #65
Jerry Zimmer
P.O. Box 7108
Drayton Valley, AB T0E 0M0
Telephone: 542-4888
Fax: 542-2026

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### Science Screen Project — Six school jurisdictions and Fort Saskatchewan Regional Industrial Association, Sherwood Park, AB

Improving language, math and science skills
Promoting communication between school and business
Strengthening existing training and education programs
Influencing students to continue education/training
Enhancing career information for young people

Purchase of videos

County of Strathcona #20 and five other school jurisdictions
George Glasier or Edna Dach
2001 Sherwood Drive
Sherwood Park, AB T8A 3W7
Telephone : 464-8244
Fax: 464-8050

Fort Saskatchewan Regional Industrial Association
Frank Markson
#1410 Oxford Tower
10235 - 101 Street
Edmonton, AB T5J 3G1
Telephone: 420-0500
Fax: 425-4623

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### Sturgeon Composite High School, Esso Chemical and DuPont Canada, Namao, AB

Expanding existing opportunities for career preparation
Influencing students to continue education/training
Enhancing the image of careers in trades and technology
Increasing knowledge of workplace expectations
Enhancing career information for young people

Classroom instruction
Career exposure
Field trips

Sturgeon Composite High School
Norval Horner
Box 100
Namao, AB T0A 2N0
Telephone: 973-3301
Fax: 973-3230

DuPont Canada
Kevin Barranoik
P.O. Box 1000
Gibbons, AB T0A 1N0
Telephone: 992-3380

Esso Chemical Alberta Ltd.
David Eastman
Redwater, AB T0A 2W0
Telephone: 998-6237

Stellar Five International Inc., and Coopers & Lybrand, Edmonton, AB

Expanding existing opportunities for career preparation
Strengthening existing training and education programs
Influencing students to continue education/training
Increasing knowledge of workplace expectations

Career exposure
Guidance/counselling
Job shadowing/mentoring
Computer-based instruction
Use of equipment, facilities and resources

Stellar Five International Inc.
#206, 11016 - 117 Street
Edmonton, AB T5M 0T2
Telephone: 454-3697

Coopers & Lybrand
#2700 Oxford Tower
10235 - 101 Street
Edmonton, AB T5J 3N5
Telephone: 421-3111
Fax: 421-3052

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Twin Rivers Community Scholarship Trust Foundation, Drayton Valley, AB

Influencing students to continue education/training
Enhancing career information for young people
Expanding existing opportunities for career preparation
Strengthening existing training and education programs
Promoting communication between school and business

Scholarships/awards, special recognition
Financial support for activities
Professional support for career and personal development

Twin Rivers School Division #65
Jerry Zimmer
P.O. Box 7108
Drayton Valley, AB T0E 0M0
Telephone: 542-4888
Fax: 542-2026

Twin Rivers community

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Win Ferguson Community School and various businesses in Fort Saskatchewan, AB

Grade 6 students

Enhancing career information for young people
Increasing knowledge of workplace expectations
Improving language, math and science skills
Influencing students to continue education/training
Promoting communication between school and business

Career exposure
Job shadowing/mentoring
Field trips

Win Ferguson Community School
Georgina Simpson
9529 - 89 Street
Fort Saskatchewan, AB T8L 1J2
Telephone: 998-1444

Various businesses in Fort Saskatchewan

Young Scientist Conference — Six school jurisdictions and Fort Saskatchewan Regional Industrial Association, Sherwood Park, AB

Enhancing career information for young people
Enhancing the image of careers in trades and technology
Influencing students to continue education/training
Improving language, math and science skills
Expanding existing opportunities for career preparation

Classroom instruction
Career exposure
Job shadowing/mentoring
A Saturday conference hosted at Sherritt-Gordon

County of Strathcona #20 and five other jurisdictions
George Glasier
2001 Sherwood Drive
Sherwood Park, AB T8A 3W7
Telephone: 464-8244
Fax: 464-8050

Fort Saskatchewan Regional Industrial Association
Rick Jensen
Canadian Oxy Industrial Chemicals
Bruderheim Resource Road
Bruderheim, AB T0B 0S0
Telephone: 796-2333
Fax: 796-3838

## Zone 4

Fairview School and Red Deer TV, Red Deer, AB

Improving language, math and science skills
Influencing students to continue education/training
Promoting communication between school and business
Enhancing the image of careers in trades and technology
Increasing knowledge of workplace expectations

Classroom instruction
Guidance/counselling
Job shadowing/mentoring
Use of equipment, facilities and resources

Fairview School
P. Langstraat
30 Fairbank Road
Red Deer, AB TOM 0J0
Telephone: 343-8780

Red Deer TV
Bill Brown
2840 Bremner Avenue
Red Deer, AB T4R 1M9
Telephone: 346-2573

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G.H. Dawe Community School and Red Deer Regional Hospital, Red Deer, AB

Promoting communication between school and business
Influencing students to continue education/training
Increasing knowledge of workplace expectations
Expanding existing opportunities for career preparation
Improving language, math and science skills

Classroom instruction
Career exposure
Job shadowing/mentoring
Field trips
Development of mutual understanding through specific helping activities

G.H. Dawe Community School
Duncan Anderson
56 Holt Street
Red Deer, AB T4N 6A6
Telephone: 343-3288

Red Deer Regional Hospital
Lynette Grose
P.O. Bag 5030
Red Deer, AB T4N 6R2
Telephone: 343-4586

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George Wilbert Smith School and I.G.A., Red Deer, AB

Promoting communication between school and business
Improving language, math and science skills
Influencing curriculum development
Increasing knowledge of workplace expectations
Strengthening existing training and education programs

Classroom instruction
Career exposure
Field trips
Scholarships/awards, special recognition

George Wilbert Smith School
Cecile Rodrigue
17 Springfield Avenue
Red Deer, AB T4N 0C6
Telephone: 346-3838

I.G.A.
Dorothy Asmundson
4719 - 49 Avenue
Red Deer, AB T4N 3W9
Telephone: 347-2201

Glendale School and the City of Red Deer, AB

Partnership encouraged and supported by the Chamber of Commerce

Promoting communication between school and business
Influencing students to continue education/training
Increasing knowledge of workplace expectations
Enhancing career information for young people
Enhancing the image of service industry

Classroom instruction
Career exposure
Job shadowing/mentoring
Field trips
Use of equipment, facilities and resources

Glendale School
Lenore Berkeley
6375 - 77 Street
Red Deer, AB T4P 3E9
Telephone: 340-3100

The City of Red Deer
Grant Howell
4914 - 48 Avenue
Red Deer, AB T4N 3T4
Telephone: 342-8149
Fax: 346-6195

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Grandview School and Bower Mall, Red Deer, AB

Environmental awareness

Improving language, math and science skills
Promoting communication between school and business
Influencing students to continue education/training
Enhancing career information for young people

Career exposure
Tutoring
Field trips
Financial support for activities
Use of equipment, facilities and resources

Grandview School
Carmen Semenjuk
4515 - 43 Avenue
Red Deer, AB T4N 3C5
Telephone: 346-3223

Bower Mall
Greg Stamler
4900 Molly Banister Drive
Red Deer, AB T4R 1N9
Telephone: 342-5240

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Lindsay Thurber Comprehensive High School and Novacor Chemicals Ltd. (Joffre), Red Deer, AB

Enhancing the image of careers in trades and technology
Improving language, math and science skills
Influencing students to continue education/training
Increasing knowledge of workplace expectations
Strengthening existing training and education programs

Classroom instruction
Career exposure
Job shadowing/mentoring
Use of equipment, facilities and resources

Lindsay Thurber Comprehensive High School
Bruce Buruma
4204 - 58 Street
Red Deer, AB T4N 2L6
Telephone: 347-1171

Novacor Chemicals Ltd
Peggy Biggs
P.O. Box 5006
Red Deer, AB T4N 6A1
Telephone: 342-9421
Fax: 342-8601

### PanCanadian Petroleum Ltd., and Ponoka Composite High School, Ponoka, AB

Promoting communication between school and business
Influencing students to be more safety conscious
Enhancing career information for young people

Classroom instruction
Field trips
Use of equipment, facilities and resources

Ponoka Composite High School
J.P. Desaulniers
Bag 6500
Ponoka, AB T0C 2H0
Telephone: 783-4411

PanCanadian Petroleum Ltd.
Bob Delano
Box 4010
Ponoka, AB T0C 2H0
Telephone: 783-7100
Fax: 783-7136

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### Partners in Progress Program — Red Deer School District #104 and various businesses in Red Deer, AB

Promoting communication between school and business
Enhancing career information for young people
Influencing students to continue education/training
Expanding existing opportunities for career preparation
Increasing knowledge of workplace expectations

Classroom instruction
Career exposure
Job shadowing/mentoring
Field trips
Teacher professional development
Use of equipment, facilities and resources

Red Deer School District #104
4747 - 53 Street
Red Deer, AB T4N 2E6
Telephone: 343-1405
Fax: 347-8190

Various businesses in Red Deer area

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### Partners in Progress Program — Pines Community School and Parkland Mall, Red Deer, AB

Strengthening existing training and education programs
Promoting communication between school and business
Enhancing the image of service industry
Enhancing career information for young people
Increasing knowledge of workplace expectations

Career exposure
Field trips
Use of equipment, facilities and resources
Guest speakers in school

Pines Community School
Sheila Spence
8 Page Avenue
Red Deer, AB T4P 2T2
Telephone: 342-4434
Fax: 347-8190

Parkland Mall
Karol Luciani
4747 - 67 Street
Red Deer, AB T4N 6H3
Telephone: 343-8999
Fax: 340-1885

### St. Patrick's Community School and Parkland Industries, Red Deer, AB

Promoting communication between school and business
Expanding existing opportunities for career preparation
Increasing knowledge of workplace expectations
Drop-out intervention
Enhancing career information for young people

Classroom instruction
Career exposure
Guidance/counselling
Job shadowing/mentoring
Tutoring
Field trips
Scholarships/awards, special recognition
Teacher professional development
Financial support for activities
Computer-based instruction
Use of equipment, facilities and resources

St. Patrick's Community School
Gerald Dore
56 Holt Street
Red Deer, AB T4N 6A6
Telephone: 343-3238

Parkland Industries
Ginny Goulet
4919 - 59 Street
Red Deer, AB T4N 6C9
Telephone: 343-1515
Fax: 346-3015

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### West Park Junior High School and TransAlta Utilities, Red Deer, AB

Influencing students to continue education/training
Enhancing career information for young people
Increasing knowledge of workplace expectations
Promoting communication between school and business
Strengthening existing training and education programs

Career exposure
Job shadowing/mentoring
Use of equipment, facilities and resources
Sharing of human resources

West Park Junior High School
Rick Ramsfield
3310 - 55 Avenue
Red Deer, AB T4N 4N1
Telephone: 347-8911

TransAlta Utilities
Hal Willis
Bag 5010
Red Deer, AB T4N 6A1
Telephone: 340-6000

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## Zone 5

Adopt a School Program — Strathmore High School and International Comenco Inc., Strathmore, AB

Strengthening existing training and education programs
Increasing knowledge of workplace expectations
Promoting communication between school and business
Influencing curriculum development
Enhancing career information for young people

Classroom instruction
Financial support for activities
Use of equipment, facilities and resources

Strathmore High School
Al Pollock
Mail Bag 500
Strathmore, AB T1P 1E6
Telephone: 934-3135
Fax: 934-6694

International Comenco Inc.
Ross Wilson
Carsland, AB T0J 0M0
Telephone: 936-5831
Fax: 936-5966

Alberta Occupational Health and Safety
Dave Borte
1021 - 10 Avenue SW
Calgary, AB T2R 0B7
Telephone: 297-2222
Fax: 297-7893

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Airdrie Start Program — Rocky View School Division #41 and Chamber of Commerce, Airdrie, AB

Drop-out intervention
Influencing students to continue education/training
Enhancing self-concept

Job shadowing/mentoring
Field trips
Use of equipment, facilities and resources
Wilderness experiences - Communication between parents and students

Rocky View School Division #41
Fred Reynolds
P.O. Bag 3910
Postal Station B
Calgary, AB T2M 4M5
Telephone: 250-1504
Fax: 250-3281

Chamber of Commerce
Maureen Arnold
Box 868
Cochrane, AB T0L 0W0
Telephone: 932-6057

Airdrie Boys and Girls Club
1003 Allen Street
Airdrie, AB T4B 1B3
Telephone: 948-3331
Fax: 948-5132

Enviros Wilderness School
5121 - 17 Avenue NW
Calgary, AB T3B 0P8
Telephone: 288-5104
Fax: 247-2746

## Alex Munro Elementary School and Canada Safeway, Calgary, AB

Improving language, math and science skills
Promoting communication between school and business
Strengthening existing training and education programs
Influencing students to continue education/training
Enhancing career information for young people

Classroom instruction
Career exposure
Guidance/counselling
Job shadowing/mentoring
Tutoring
Field trips
Scholarships/awards, special recognition
Teacher professional development
Financial support for activities
Computer-based instruction
Use of equipment, facilities and resources

Alex Munro Elementary School
Glenn Parsons
427 - 78 Avenue NE
Calgary, AB T2K 0R9
Telephone: 275-4300

Canada Safeway
Dave Rackhan
8120 Beddington Boulevard NW
Calgary, AB T3K 2A8
Telephone: 295-6895

## Amoco Gas Plant and Midway Community School, Didsbury, AB

Enhancing the image of service industry
Promoting communication between school and business

Scholarships/awards, special recognition
Use of equipment, facilities and resources

Midway Community School
Rudy Durieux
R.R. 2
Didsbury, AB T0M 0W0
Telephone: 337-2888

Amoco Gas Plant
Jerry White
Box 350
Crossfield, AB T0M 0S0
Telephone: 946-5645

## Belfast Elementary School and DeVry Institute of Technology, Calgary, AB

Improving language, math and science skills
Provide study and person models for students who have little
Influencing students to continue education/training
Promoting communication between school and business
Enhancing career information for young people

Classroom instruction
Tutoring
Use of equipment, facilities and resources

Belfast Elementary School
Bob Jarnson
1229 - 17A Street NE
Calgary, AB T2E 4V4
Telephone: 277-1188

DeVry Institute of Technology
John Ballheim
803 Manning Road NE
Calgary, AB T2E 7M8
Telephone: 235-2035

### Bowness High School and Imperial Oil Resources, Calgary, AB

Promoting communication between school and business
Increasing knowledge of workplace expectations
Influencing students to continue education/training
Enhancing career information for young people
Expanding existing opportunities for career preparation

Career exposure
Job shadowing/mentoring
Field trips
Computer-based instruction
Use of equipment, facilities and resources

Bowness High School
Dave Kaduhr
4627 - 77 Street NW
Calgary, AB T3B 2N6
Telephone: 286-5092

Imperial Oil Resources
Gale Molle
Box 67, SS1
Calgary, AB T2M 4N3
Telephone: 239-9767

### Calgary Academy Cooperative Education Program and Queen's University, Calgary, AB

Piloting new curriculum set by Queen's University for children with learning disabilities
Setting up a data base to compare the post-secondary employment and education experiences to assess the efficacy of Cooperative Education for young adults with learning disabilities

Influencing curriculum development
Drop-out intervention
Expanding existing opportunities for career preparation
Increasing knowledge of workplace expectations
Influencing students to continue education/training

Classroom instruction
Career exposure
Guidance/counselling
Job shadowing/mentoring
Teacher professional development

Calgary Academy Cooperative Education Program
Cheryl Fisher
315 - 86 Avenue SE
Calgary, AB T2H 1Z2
Telephone: 258-0777
Fax: 258-1097

Queen's University
Faculty of Education Research Department
John Freeman
Kingston, ON K7L 3N6
Telephone: (613) 545-6498
Fax: (613) 545-6584

### Canada Safeway and Mountain View School, Calgary, AB

Drop-out intervention
Improving language, math and science skills
Influencing students to continue education/training
Influencing curriculum development
Strengthening existing training and education programs

Field trips
Financial support for activities
Use of equipment, facilities and resources

Mountain View School
Deenie Keeting
2031 Sable Drive SE
Calgary, AB T2B 1R9
Telephone: 272-4704

Canada Safeway
Corey Mix
3301 - 17 Avenue SE
Calgary, AB T2A 0R2
Telephone: 273-2800

### Career Expo '93 – Foothills School Division #38 and the towns of Black Diamond, High River, Okotoks and Turner Valley, AB

Influencing students to continue education/training
Drop-out intervention
Promoting communication between school and business
Enhancing career information for young people
Expanding existing opportunities for career preparation

Foothills School Division #38
Dr. G.R. Porter
Box 400
High River, AB T0L 1B0
Telephone: 652-3001
Fax: 652-4204

Classroom instruction
Career exposure
Guidance/counselling
Teacher professional development
Communication and information on careers and education

Family Community Support Services in Black Diamond, High River, Okotoks and Turner Valley, AB

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### Central Memorial High School and Fluor Daniel Inc., Calgary, AB

Promoting communication between school and business
Influencing students to continue education/training
Expanding existing opportunities for career preparation
Enhancing the image of service industry
Enhancing career information for young people

Central Memorial High School
John Colless
5111 - 21 Street SW
Calgary, AB T3E 1R9
Telephone: 243-8880

Classroom instruction
Career exposure
Job shadowing/mentoring
Tutoring
Field trips

Fluor Daniel Inc.
Lorissa Lyons
10101 Southport Road SW
P.O. Box 8799, Station F
Calgary, AB T2J 4B4
Telephone: 259-1110
Fax: 259-1225

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### Clarence Sansom Junior High School and Norcen Energy Resources Ltd., Calgary, AB

Influencing students to continue education/training
Increasing knowledge of workplace expectations
Promoting communication between school and business
Enhancing student self-esteem

Clarence Sansom Junior High School
Al Snider
5840 - 24 Avenue NE
Calgary, AB T1Y 6G4
Telephone: 293-2953
Fax: 280-6659

Classroom instruction
Career exposure
Job shadowing/mentoring
Field trips
Scholarships/awards, special recognition

Norcen Energy Resources Ltd.
Bruce Fenwick
715 - 5 Avenue SW
Calgary, AB T2P 2X7
Telephone: 231-0111
Fax: 231-0187

### Crescent Heights High School and Nova Corp. of Alberta, Calgary, AB

Strengthening existing training and education programs
Expanding existing opportunities for career preparation
Enhancing career information for young people
Promoting communication between school and business
Drop-out intervention

Classroom instruction
Career exposure
Job shadowing/mentoring
Tutoring
Field trips
Scholarships/awards, special recognition
Teacher professional development
Financial support for activities
Use of equipment, facilities and resources

Crescent Heights High School
Joan Anderson
1019 - 1 Street NW
Calgary, AB T2M 2S2
Telephone: 276-5521

Oxford Development
Stacy Karlonas
#1000 Dome Tower
333 - 7 Avenue SW
Calgary, AB T2P 2Z1
Telephone: 221-0600
Fax: 266-1290

Nova Corp. of Alberta
Sandy Couperthwaite
801 - 7 Avenue SW
Calgary, AB T2P 3P7
Telephone: 290-6246
Fax: 237-6102

### David Thompson School and Cooperators Insurance, Calgary, AB

Promoting communication between school and business
Enhancing career information for young people
Enhancing the image of service industry
Enhancing the image of careers in trades and technology

Career exposure
Field trips
Financial support for activities
Use of equipment, facilities and resources

David Thompson School
G. Schalin
9320 Arbour Crescent SE
Calgary, AB T2J 0X8
Telephone: 253-7311

Cooperators Insurance
George Holdenreid
#100S, 8500 Macleod Trail SE
Calgary, AB T2H 0M6
Telephone: 221-7001

### Dr. J.K. Mulloy School and Morgex Insurance Brokers, Calgary, AB

Promoting communication between school and business
Influencing curriculum development
Enhancing career information for young people
Increasing knowledge of workplace expectations
Strengthening existing training and education programs

Classroom instruction
Career exposure
Field trips
Scholarships/awards, special recognition
Financial support for activities

Dr. J.K. Mulloy School
Alex Cornett
7440 - 10 Street NW
Calgary, AB T2K 1H6
Telephone: 275-9686

Morgex Insurance Brokers
Bill Birch
#100, 540 - 12 Avenue SW
Calgary, AB T2R 0H4
Telephone: 262-2230

### Fred Parker School and Canada Safeway, Calgary, AB

Promoting communication between school and business
Improving language, math and science skills
Influencing students to continue education/training
Strengthening existing training and education programs
Enhancing the image of service industry

Classroom instruction
Career exposure
Tutoring
Field trips
Scholarships/awards, special recognition
Financial support for activities
Use of equipment, facilities and resources

Fred Parker School
Joyce MacDonald
360 - 94 Avenue SE
Calgary, AB T2J 0E8
Telephone: 255-5109

Canada Safeway
Tony MacKillop
9737 Macleod Trail SW
Calgary, AB T2J 0P6
Telephone: 252-8199

### Glenbrook Elementary School and Canada Safeway, Calgary, AB

Promoting communication between school and business
Influencing students to continue education/training
Mutual support of each partner's endeavours in the community
Improving language, math and science skills
Increasing knowledge of workplace expectations

Classroom instruction
Career exposure
Tutoring
Field trips
Scholarships/awards, special recognition
Financial support for activities
Use of equipment, facilities and resources

Glenbrook Elementary School
Bev Hubert
4725 - 33 Avenue SW
Calgary, AB T3E 3V1
Telephone: 249-7755
Fax: 249-7784

Canada Safeway
Tony Franco
Richmond Square
3915 - 51 Street SW
Calgary, AB T3E 6N1
Telephone: 246-2063

### Gulf Canada Resources Ltd. and Morrin School, Morrin, AB

Drop-out intervention
Increasing knowledge of workplace expectations
Influencing students to continue education/training
Expanding existing opportunities for career preparation
Enhancing career information for young people

Classroom instruction
Career exposure
Use of equipment, facilities and resources

Morrin School
D.J. Schielke
Box 10
Morrin, AB T0J 2B0
Telephone: 772-3838
Fax: 772-3868

Gulf Canada Resources Ltd.
Dennis Gabert
Box 217
Morrin, AB T0J 2B0
Telephone: 772-3778

### Hanna Junior High School and Town of Hanna Economic Development, Hanna, AB

Promoting communication between school and business
Expanding existing opportunities for career preparation
Strengthening existing training and education programs
Enhancing career information for young people
Influencing curriculum development

Classroom instruction
Career exposure
Financial support for activities
Use of equipment, facilities and resources

Hanna Junior High School
Kevin Byrne
Box 578
Hanna, AB T0J 1P0
Telephone: 854-3668

Town of Hanna Economic Development
Gerry Wheeler
Box 1527
Hanna, AB T0J 1P0
Telephone: 854-3623

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### Imperial Oil Resources and Millarville Community School, Millarville, AB

Influencing curriculum development
Promoting communications between school and business
Improving language, math and science skills
Enhancing career information for young people
Enhancing the image of careers in trades and technology

Classroom instruction
Career exposure
Job shadowing/mentoring
Field trips
Use of equipment, facilities and resources
Emergency response team

Millarville Community School
Beverlee Miller
Box 29
Millarville, AB T0L 1K0
Telephone: 931-3202

Imperial Oil Resources
Cathy Roberts
Quirk Creek Gas Plant
Millarville, AB T0L 1K0
Telephone: 931-3311
Fax: 931-2579

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### James Fowler High School — Business Education Department and Walsh Wilkins Barristers and Solicitors, Calgary, AB

Influencing curriculum development
Promoting communication between school and business
Increasing knowledge of workplace expectations
Enhancing career information for young people
Strengthening existing training and education programs

Classroom instruction
Career exposure
Job shadowing/mentoring
Scholarships/awards, special recognition
Teacher professional development
Use of equipment, facilities and resources

James Fowler High School
Jo-Anne Durant
4004 - 4 Street NW
Calgary, AB T2K 1A1
Telephone: 230-4743
Fax: 230-9339

Walsh Wilkins Barristers and Solicitors
Brian Rurka
#2800, 801 - 6 Avenue SW
Calgary, AB T2P 4A3
Telephone: 267-8400
Fax: 264-9400

### James Fowler High School and Northern Telecom, Calgary, AB

Providing outside expertise to educational programs

Enhancing career information for young people
Strengthening existing training and education programs
Expanding existing opportunities for career preparation
Promoting communication between school and business

Classroom instruction
Career exposure
Job shadowing/mentoring
Field trips
Scholarships/awards, special recognition
Computer-based instruction
Use of equipment, facilities and resources

James Fowler High School
Bob Midyette
4004 - 4 Street NW
Calgary, AB T2K 1A1
Telephone: 230-4743
Fax: 230-9339

Northern Telecom
Don Coward
5550 Skyline Way NE
Calgary, AB T2E 7Z7
Telephone: 221-7500
Fax: 221-7790

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### John G. Diefenbaker High School and IBM Canada Ltd., Calgary, AB

Influencing students to continue education/training
Enhancing career information for young people
Expanding existing opportunities for career preparation
Promoting communication between school and business

Classroom instruction
Career exposure
Job shadowing/mentoring
Field trips
Scholarships/awards, special recognition
Teacher professional development
Use of equipment, facilities and resources

John G. Diefenbaker High School
Dr. B. Sears
6620 - 4 Street NW
Calgary, AB T2K 1C2
Telephone: 274-2240

IBM Canada Ltd.
Tina Moore
144 - 4 Avenue SW
Calgary, AB T2P 3N5
Telephone: 267-4172

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### Louise Dean School and Grace Hospital, Calgary, AB

Providing a liaison between pregnant and parenting teen mothers and a women's hospital

Expanding existing opportunities for career preparation
Enhancing career information for young people
Strengthening existing training and education programs
Influencing students to continue education/training
Increasing knowledge of workplace expectations

Career exposure
Job shadowing/mentoring
Field trips
Use of equipment, facilities and resources

Louise Dean School
Stacy Larson
120 - 23 Street NW
Calgary, AB T2N 2P1
Telephone: 270-9600
Fax: 270-3089

Grace Hospital
Merla Dyck
1402 - 8 Avenue NW
Calgary, AB T2N 1B9
Telephone: 284-1141
Fax: 284-3883

Midnapore Elementary School and Canada Safeway, Calgary, AB

Focusing on the environment

Promoting communication between school and business
Improving language, math and science skills
Strengthening existing training and education programs
Influencing curriculum development

Career exposure
Tutoring
Field trips
Use of equipment, facilities and resources

Midnapore School
Norm Sulz
55 Midpark Rise SE
Calgary, AB T2X 1L7
Telephone: 256-4892

Canada Safeway
Haymour Haymour
70 Shawville Boulevard SW
Calgary, AB T2Y 2Z3
Telephone: 256-1402

Nova Corp. of Alberta and Millarville Community School, Millarville, AB

Influencing curriculum development
Promoting communication between school and business
Enhancing career information for young people

Classroom instruction
Career exposure
Scholarships/awards, special recognition

Millarville Community School
Beverlee Miller
Box 29
Millarville, AB T0L 1K0
Telephone: 931-3202

Nova Corp. of Alberta
M. Mendyke
P.O. Box 2535, Station M
801 - 7 Avenue SW
Calgary, AB T2P 2N5
Telephone: 290-6246
Fax: 290-6379

Partnerships in Education Program – Bob Edwards Junior High School and Canadian Occidental Petroleum Ltd., Calgary, AB

Influencing students to continue education/training
Strengthening existing training and education programs
Promoting communication between school and business
Improving language, math and science skills
Enhancing career information for young people

Classroom instruction
Career exposure
Job shadowing/mentoring
Tutoring
Field trips
Financial support for activities
Noon hour volleyball, basketball or baseball games against teacher/student teams

Bob Edwards Junior High School
Keith Hansen
4424 Marlborough Drive NE
Calgary, AB T2A 2Z5
Telephone: 273-8080

Canadian Occidental Petroleum Ltd.
Grace Andrade
#1500, 635 - 8 Avenue SW
Calgary, AB T2P 3Z1
Telephone: 234-6700
Fax: 263-8673

### Partnerships in Education Program — Canadian Hunter Exploration Ltd., and Sherwood Community School, Calgary, AB

Providing positive role models
Promoting communication between school and business
Influencing students to continue education/training
Enhancing career information for young people
Increasing knowledge of workplace expectations

Classroom instruction
Career exposure
Job shadowing/mentoring
Field trips
Scholarships/awards, special recognition
Financial support for activities

Sherwood Community School
Bill McWilliam
2011 - 66 Avenue SE
Calgary, AB T2C 1J4
Telephone: 279-7784
Fax: 236-2616

Canadian Hunter Exploration Ltd.
Blake Fleming
605 - 5 Avenue SW
Calgary, AB T2P 3H5
Telephone: 260-1921
Fax: 260-1146

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### Partnerships in Education Program — Forest Lawn High School and Amoco Canada Petroleum Co. Ltd., Calgary, AB

Influencing students to continue education/training
Enhancing career information for young people
Enhancing the image of careers in trades and technology
Enhancing the image of service industry
Promoting communication between school and business

Career exposure
Job shadowing/mentoring
Scholarships/awards, special recognition

Forest Lawn High School
Jill Wyatt
1301 - 44 Street SE
Calgary, AB T2A 1M8
Telephone: 272-6665
Fax: 272-1072

Amoco Canada Petroleum Co. Ltd.
Debra Gier-Trimble
240 - 4 Avenue SW
Calgary, AB T2P 2H8
Telephone: 233-5679
Fax: 233-1476

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### Project Business — Samuel Crowther Junior High School and various businesses in Strathmore, AB

Promoting communication between school and business
Enhancing career information for young people
Influencing students to continue education/training
Increasing knowledge of workplace expectations
Strengthening existing training and education programs

Classroom instruction
Career exposure
Guidance/counselling
Field trips

Samuel Crowther Junior High School
Bag 329
Strathmore, AB T0J 3H0
Telephone: 934-3318

Various businesses in Strathmore

Rosedale Elementary–Junior High School and Southern Alberta Institute of Technology, Calgary, AB

Improving language, math and science skills
Influencing curriculum development
Influencing students to continue education/training
Strengthening existing training and education programs
Promoting communication between school and business

Classroom instruction
Career exposure
Job shadowing/mentoring
Field trips
Use of equipment, facilities and resources

Rosedale Elementary–Junior High School
Elizabeth Gouthro
905 – 13 Avenue NW
Calgary, AB T2M 0G3
Telephone: 289–6621

Southern Alberta Institute of Technology
Claudia Barrett
1301 – 16 Avenue NW
Calgary, AB T2M 0L4
Telephone: 284–8110

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Royal LePage (Westbrook Branch) and Rosscarrock School, Calgary, AB

Assisting with monetary intervention in relatively low socioeconomic area

Increasing knowledge of workplace expectations
Improving language, math and science skills

Field trips
Scholarships/awards, special recognition
Financial support for activities

Rosscarrock School
Connie Zerger
1406 – 40 Street SW
Calgary, AB T3C 1W7
Telephone: 242–5729

Royal LePage (Westbrook Branch)
Lorraine Kergegi
1650 – 37 Street SW
Calgary, AB T3C 3P1
Telephone: 249–4322

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St. Joseph Elementary–Junior High School, Remington Energy and Liquid Air Energy Systems Inc., Calgary AB

Offering Business Education class with Junior Achievement of Alberta

Promoting communication between school and business
Influencing students to continue education/training
Enhancing the image of service industry
Enhancing career information for young people

Classroom instruction
Career exposure
Field trips
Financial support for activities
Use of equipment, facilities and resources

St. Joseph Elementary–Junior High School
Bob Blanchette
2512 – 5 Street NW
Calgary, AB T2M 3C7
Telephone: 284–1106

Liquid Air Energy Systems Inc.
Storm Purdy
#1050, 801 – 6 Avenue SW
Calgary, AB T2P 3W3
Telephone: 262–6959
Fax: 264–3224

Remington Energy Ltd.
Paul Baay
#3500, 400 – 3 Avenue SW
Calgary, AB T2P 4H2
Telephone: 269–9309

### St. Mary's High School and Rotary Club of South Calgary, AB

Expanding existing opportunities for career preparation
Enhancing career information for young people
Increasing knowledge of workplace expectations
Promoting communication between school and business
Influencing students to continue education/training

Career exposure
Job shadowing/mentoring

St. Mary's High School
Nettie Kost
111 - 18 Avenue SW
Calgary, AB T2S 0B8
Telephone: 228-5810

Rotary Club of South Calgary
Keith Davis
1010 - 12 Avenue SW
Calgary, AB T2R 0J6
Telephone: 261-4077

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### St. Michael School and Renaissance Energy Ltd., Calgary, AB

Influencing students to continue education/training
Strengthening existing training and education programs
Enhancing the image of careers in trades and technology
Promoting communication between school and business
Increasing knowledge of workplace expectations

Classroom instruction
Career exposure
Job shadowing/mentoring
Field trips
Scholarships/awards, special recognition
Financial support for activities
Use of equipment, facilities and resources

St. Michael School
Andy Fahey
4511 - 8 Avenue SW
Calgary, AB T3C 0G9
Telephone: 246-1551

Renaissance Energy Ltd.
Marlene Patrick
#3300 Canterra Tower
400 - 3 Avenue SW
Calgary, AB T2P 4H2
Telephone: 267-1400

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### St. Monica Community School and TransAlta Utilities, Calgary, AB

Providing role models from a variety of ethnic backgrounds

Influencing students to continue education/training
Expanding existing opportunities for career preparation
Improving language, math and science skills
Drop-out intervention
Increasing knowledge of workplace expectations

Career exposure
Job shadowing/mentoring
Field trips
Teacher professional development
Financial support for activities
Volunteering

St. Monica Community School
Brian O'Grady
235 - 18 Avenue SW
Calgary, AB T2S 0C2
Telephone: 229-9447

TransAlta Utilities
Eric Dieter
110 - 12 Avenue SW
Calgary, AB T2R 0G7
Telephone: 267-7110

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St. Sylvester School and Unisys Canada Inc., Calgary, AB

Influencing students to continue education/training
Increasing knowledge of workplace expectations
Promoting communication between school and business
Enhancing career information for young people
Improving language, math and science skills

Classroom instruction
Career exposure
Job shadowing/mentoring
Field trips
Teacher professional development
Use of equipment, facilities and resources

St. Sylvester School
Anne Lozinski
7318 Silver Springs Boulevard NW
Calgary, AB T3B 4N1
Telephone: 286-5365

Unisys Canada Inc.
Andre Lavert
9th Floor, 100 - 4 Avenue SW
Calgary, AB T2P 3N2
Telephone: 268-6000

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Southern Alberta Institute of Technology and the City of Calgary, AB

Influencing curriculum development

Member of Operations Management Technology Advisory Committee

Southern Alberta Institute of Technology
D. Walls
1301 - 16 Avenue NW
Calgary, AB T2M 0L4
Telephone: 284-8641

City of Calgary
H. Quintilio
P.O. Box 2100, Station M
Calgary, AB T2P 2M5
Telephone: 268-2131
Fax: 268-2770

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Shaughnessy High School and Calgary West Rotary Club, Calgary, AB

Promoting communication between school and business
Influencing students to continue education/training
Drop-out intervention
Enhancing career information for young people
Strengthening existing training and education programs

Career exposure
Job shadowing/mentoring
Scholarships/awards, special recognition
Financial support for activities
Cultural Exchange

Shaughnessy High School
J. Barnes
2336 - 53 Avenue SW
Calgary, AB T3E 1L2
Telephone: 243-4796
Fax: 243-2658

Calgary West Rotary Club
J. Mackasey
#65, 5400 Dalhousie Drive NW
Calgary, AB T3A 2B4
Telephone: 287-2711

Simon Fraser Junior High School and Apple Canada Inc., Calgary, AB

Strengthening existing training and education programs
Promoting communication between school and business
Influencing curriculum development
Enhancing the image of service industry

Teacher professional development

Simon Fraser Junior High School
Peter Gordon
5215 - 33 Street NW
Calgary, AB T2L 1V3
Telephone: 284-2267

Apple Canada Inc.
Stuart MacDonald
#1310 Dome Tower
333 - 7 Avenue SW
Calgary, AB T2P 2Z1
Telephone: 269-3219

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Sir Winston Churchill High School and Shell Canada Limited, Calgary, AB

Promoting communication between school and business
Improving language, math and science skills
Strengthening existing training and education programs
Enhancing the image of service industry
Increasing knowledge of workplace expectations

Career exposure
Job shadowing/mentoring
Scholarships/awards, special recognition
Use of equipment, facilities and resources
Joint community service through United Way fund raising
Partnership sponsored by the Calgary Board of Education

Sir Winston Churchill High School
Ken Coch
5220 Northland Drive NW
Calgary AB T2L 2J6
Telephone: 281-9241
Fax: 282-8440

Shell Canada Limited
Margaret Sparkes
P.O. Box 100, Station M
Calgary, AB T2R 0T6
Telephone: 691-3111
Fax: 269-8031

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Sunalta Elementary School and Calgary Real Estate Board, Calgary, AB

Strengthening existing training and education programs
Improving language, math and science skills
Promoting communication between school and business
Enhancing the image of service industry

Classroom instruction
Field trips
Financial support for activities

Sunalta Elementary School
Mrs. B. Flath
536 Sonora Avenue SW
Calgary, AB T3C 2J9
Telephone: 244-8917

Calgary Real Estate Board
Glen Weikle
805 - 5 Avenue SW
Calgary, AB T2P 0N6
Telephone: 263-0530

Thomas B. Riley School and Westcoast Petroleum Ltd., Calgary, AB

Influencing students to continue education/training
Promoting communication between school and business
Improving language, math and science skills
Enhancing career information for young people
Increasing knowledge of workplace expectations

Classroom instruction
Job shadowing/mentoring
Field trips
Scholarships/awards, special recognition

Thomas B. Riley School
J.J. Hiebert
3915 - 69 Street NW
Calgary, AB T3B 2J9
Telephone: 286-8687

Westcoast Petroleum Ltd.
John Graham
421 - 7 Avenue SW
Calgary, AB T2P 4K9
Telephone: 260-9400
Fax: 260-9551

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University of Calgary and various oil and gas exploration and development companies, Calgary, AB

Expanding existing opportunities for career preparation
Increasing knowledge of workplace expectations
Improving language, math and science skills

Field trips
Use of equipment, facilities and resources

University of Calgary
Norman Wardlaw
Department of Geology and Geophysics
Calgary, AB T2N 1N4
Telephone: 284-0074

Various oil and gas exploration and development companies in Calgary

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Western Canada Senior High School and Husky Oil Operations Ltd., Calgary, AB

Expanding existing opportunities for career preparation
Promoting communication between school and business
Enhancing career information for young people
Strengthening existing training and education programs
Improving language, math and science skills

Career exposure
Job shadowing/mentoring
Scholarships/awards, special recognition
Financial support for activities
Use of equipment, facilities and resources

Western Canada Senior High School
Wayne Thomas
641 - 17 Avenue SW
Calgary, AB T2S 0B5
Telephone: 228-5363
Fax: 228-2996

Husky Oil Operations Ltd.
Brian Bass
707 - 8 Avenue SW
Box 6525, Station D
Calgary, AB T2P 3G7
Telephone: 298-6251
Fax: 298-6798

YWCA Business College and City of Calgary, AB

Strengthening existing training and education programs
Expanding existing opportunities for career preparation
Influencing curriculum development
Increasing knowledge of workplace expectations
Promoting communication between school and business

Guidance/counselling
Use of equipment, facilities and resources
Advisory work experience placements

YWCA Business College
Gerry Dawe
320 - 5 Avenue SE
Calgary, AB T2G 0E5
Telephone: 263-1550
Fax: 263-4681

City of Calgary
Hazel Ringheim
P.O. Box 1200, Station M
Calgary, AB T2P 2M5
Telephone: 268-2131
Fax: 268-2770

Various businesses in Calgary

## Zone 6

G.R. Davis School and Family and Community Support Services, Fort Macleod, AB

Promoting communication between school and business
Increasing knowledge of workplace expectations
Expanding existing opportunities for career preparation
Drop-out intervention
Influencing students to continue education/training

Guidance/counselling
Job shadowing/mentoring
Financial support for activities

G.R. Davis School
Danny Urness
P.O. Box 1149
Fort Macleod, AB T0L 0Z0
Telephone: 553-3744

Family and Community Support Services
P.O. Box 232
Fort Macleod, AB T0L 0Z0
Telephone: 553-4491

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Medicine Hat School District #76 and Xerox Canada Ltd., Medicine Hat, AB

Enhancing career information for young people
Increasing knowledge of workplace expectations
Influencing students to continue education/training
Enhancing the image of careers in trades and technology
Promoting communication between school and business

Classroom instruction
Career exposure
Job shadowing/mentoring
Teacher professional development
Use of equipment, facilities and resources

Medicine Hat School District #76
Bill Rae
601 - 1 Avenue SW
Medicine Hat, AB T1A 4Y7
Telephone: 527-3371
Fax: 529-2247

Xerox Canada Ltd.
Kevin Gregor
#800, 530 - 8 Avenue SW
Calgary, AB T2P 3S8
Telephone: 260-8980
Fax: 260-8961

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Monarch Cablevision and Brooks School District #2092, Brooks, AB

Influencing students to continue education/training
Expanding existing opportunities for career preparation
Drop-out intervention
Increasing knowledge of workplace expectations
Strengthening existing training and education programs

Classroom instruction
Career exposure
Job shadowing/mentoring
Teacher professional development
Financial support for activities
Use of equipment, facilities and resources
Community service

Brooks School District #2092
D. Gillespie, Superintendent
408 - 1 Street West
Bag 849
Brooks, AB T1R 0H4
Telephone: 362-2555

Monarch Cablevision
Jan Gillies
101 Carry Drive SE
Medicine Hat, AB T1B 3M6
Telephone: 527-5586

University of Lethbridge and I-XL Industries, Lethbridge, AB

Providing an opportunity to use enthusiastic and capable students for project roles

Expanding existing opportunities for career preparation
Enhancing the image of careers in trades and technology
Strengthening existing training and education programs
Increasing knowledge of workplace expectations

Career exposure
Job shadowing/mentoring

University of Lethbridge
Cooperative Education
Susan Horton
4401 University Drive
Lethbridge, AB T1K 8M4
Telephone: 329-2152
Fax: 329-2038

I-XL Industries
Jim Drake
P.O. Box 70
Medicine Hat, AB T1A 7E7
Telephone: 526-5901
Fax: 526-7680

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Wrentham Library Project — Joint project between Wrentham School, the community and Imperial Oil Resources, Wrentham, AB

Improving language, math and science skills
Influencing students to continue education/training
Strengthening existing training and education programs
Promoting communication between school and business

Building a 1700 sq. ft. library for school and community

Nancy Schnoor
Box 69
Wrentham School
Wrentham, AB T0K 2P0
Telephone: 222-3764

Imperial Oil Resources
Rick Jeffrey
Esso Plaza West
237 - 4 Avenue SW
Calgary, AB T2P 0H6
Telephone: 237-2690
Fax: 237-3611

# APPENDIX D

# SUGGESTED REFERENCES

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Bloom, Michael. *Reaching for Success: Business and Education Working Together.* Ottawa, ON: The Conference Board of Canada, 1990.

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*Partnerships: Connecting School and Community*. Arlington, VA: American Association of School Administrators.

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*Schools and Business: A New Partnership*. Washington, DC: OECD, 1992. Available from OECD Publications and Information Centre, #700, 2001 L Street NW, Washington, DC 20036-4910.

*The Partnership Plan and the Planning Process Guide*. New Orleans, LA: CNG Producing Company and McMain Magnet S. S.

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# APPENDIX E

# COYRIGHT ACKNOWLEDGEMENTS

## COPYRIGHT ACKNOWLEDGEMENTS

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